SURVEY Midmonthly

MARCH 1944

JUVENILE DELINQUENCY

Youth Tensions • Family Breakdown
Community Disorganization

A Challenge to

CONCERTED ACTION
NOW AND AFTER THE WAR

Articles by:

AUSTIN H. MAC CORMICK · SHELDON and ELEANOR GLUECK · BRADLEY BUELL
KATHARINE F. LENROOT · GENEVIEVE GABOWER · ELIOT NESS · KATHRYN CLOSE

THIRTY CENTS A COPY THREE DOLLARS A YEAR

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Here Is Something YOU Can Do About Juvenile Delinquency

This special number of Survey Midmonthly affirms that something can be done about the wartime rise in delinquency among young people—that the time for what Austin MacCormick calls "handwringing" is past and the moment has come for immediate and vigorous action by responsible citizens in every part of the country—that no matter how difficult the conditions or inadequate the resources in your community, a beginning must be made now at a positive program, or the reorganizing, in the light of emergency conditions, of whatever program is in effect.

You Know the People Who Can Get Things Started. Will You Send Them Copies?

Make a list of the public officials who will be key men in such a plan. Include the leaders in your parent-teacher organization, in the men's and women's clubs, in discussion groups. Add members of your social agency boards, of volunteers serving with the agencies as part of the Civilian Service Corps. Select the doctors, teachers, ministers, newspaper men, nurses, social workers, and above all the parents, who represent the enlightened public opinion so necessary to effective community wide action.

Send them copies of this special number at the low rate we have set for your giving.

Four Copies for $1

Better yet, send gift subscriptions of Survey Midmonthly—five months starting with this special number. Each subscription will cost you only $1 (regularly $3 a year) and will serve to introduce our magazine to one person whose continuing interest will reinforce the work of your community services.

An order form has been inserted in this issue to make your giving easy. Send us the names and we will mail copies from here. Or indicate, if you prefer, that copies be sent to you for distribution.

Our edition of this number is limited due to WPB paper curtailment regulations. Make sure of your copies by sending your order with payment today to:

Survey Midmonthly

112 East 19 Street New York 3, N. Y.

SURVEY MIDMONTHLY for March 1944. Vol. LXXX, No. 3. Published monthly and copyrighted 1944 by SURVEY ASSOCIATES, Inc. Publication Office, 34 North Crystal Street, East Stroudsburg, Pa. Editorial and business office, 112 East 19 Street, New York 3, N. Y. Price this issue 30 cents; $3 a year; foreign postage 50 cents extra; Canadian 75 cents. Entered as second class matter, June 22, 1940, at the post office at East Stroudsburg, Pa., under the act of March 3, 1879. Acceptance for mailing at a special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized Dec. 1, 1921. Printed in U.S.A.

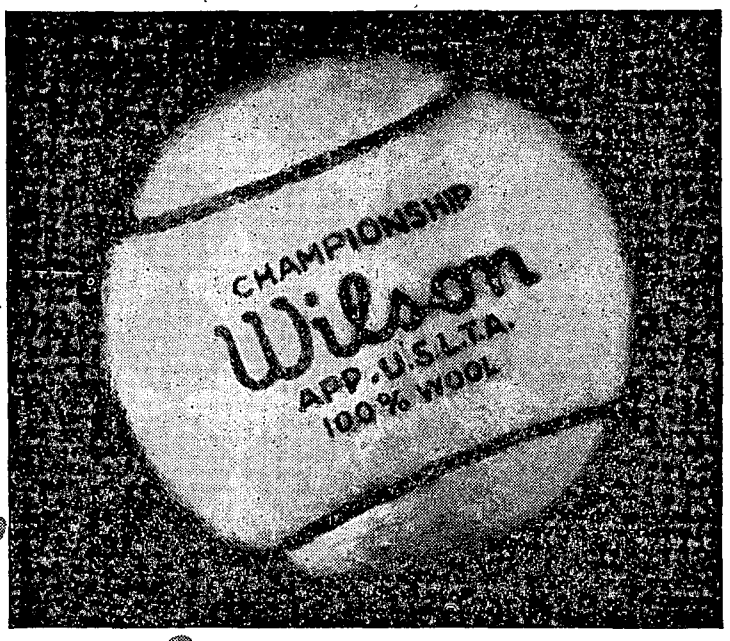
ELECTRONIC REPRODUCTION PROHIBITED

FROM "WILSON"

Tennis Ball Headquarters

PALO ALTO

Conforms to all U. S. L. T. A. specifications



Performs like the best pre-war balls

New CHAMPIONSHIP TENNIS BALL OF SYNTHETIC RUBBER

● We bring you the best tennis news since the Japs cut off our rubber supply. This new Wilson "Championship" is made with the new-type of *Synthetic Rubber—man-made rubber*—a product of never-failing American ingenuity.

And this new Synthetic Rubber makes *some* ball. We've put it through the toughest laboratory tests. It has also been put through the "star" test by such great tennis stars as Budge, Bobby Riggs, Alice Marble, Mary Hardwick and others. And results show that its performance equals the best pre-war natural rubber balls. Meets all U. S. L. T. A. requirements.

Try this new Wilson Championship Ball of the new-type SYNTHETIC RUBBER, at your first opportunity. See how you rate it. Dealers are now being supplied. Wilson Sporting Goods Co., Chicago, New York and other leading cities.

These Great Players Were Amazed

When Don Budge, Bobby Riggs, Alice Marble, Mary Hardwick and other expert players started to smash the NEW Wilson SYNTHETIC RUBBER Tennis Ball around they were very much surprised. Not one of them expected the new-type *Synthetic Rubber* to measure up to the pre-war balls. But it DOES. And what was proved on the courts was confirmed most emphatically in laboratory "bounce" tests. This new Wilson SYNTHETIC RUBBER Ball has what it takes to make a real "championship" tennis ball. Try it and see.

Players mentioned are retained on Wilson's Advisory Staff.

TUNE IN:
ARCH WARD'S SPORTS PREVIEW
EVERY WEDNESDAY NIGHT
Over Mutual Network
See local newspaper for time and station
SPONSORED BY WILSON

Wilson
TENNIS EQUIPMENT

IT'S WILSON TODAY IN SPORTS EQUIPMENT

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Presenting

2 Volumes of Inestimable Value in the field of Social Work..

ENCYCLOPEDIA of CHILD GUIDANCE

Edited by Ralph B. Winn, Ph. D.

THE combined efforts of more than 50 psychiatrists, educators and social workers, engaged in research and preliminary writing for over a year, have been assembled and edited in this one encyclopedic volume. All phases of child guidance and its many ramifications in psychiatry, psychology, education, social and clinical work are dealt with—in language simple enough to be understood by the intelligent parent, yet professional enough to interest the most experienced, time-tried case-worker.

Comprehensive, vital and authoritative, this volume surpasses previous works in scope and in newness of content. It is destined to take its place as the outstanding contemporary authority in the field. Logically, then, it belongs in the library of every active social worker, of everyone connected with the training and development of children. $7.50

★ ★ ★

DICTIONARY of SOCIOLOGY

Edited by Henry Pratt Fairchild, Ph. D.

THIS volume, containing over 3600 carefully selected terms, consolidates the usage of the best writers and scholars in the field, and provides a precise working terminology. Thus it adds to the scientific stature of Sociology, and clears up many misconceptions, both academic and popular. The eminent collaborators have taken cognizance of the many and vital changes of the last decade, recording the latest and most authentic interpretation of important sociological concepts. This truly up-to-date Dictionary will prove a richly rewarding investment to Students, Teachers, Research Workers, Social Workers, Guidance Counsellors and everyone interested in this field. $6.00

At Your Bookseller's or Direct from

PHILOSOPHICAL LIBRARY Inc.

15 EAST 40th ST. NEW YORK 16, N. Y.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

PAID
PUBLIC

SURVEY MIDMONTHLY

SURVEY ASSOCIATES INC.

Publication Office
34 North Crystal Street, East Stroudsburg, Pa.

Editorial and Business Office
112 East 19 Street, New York, 3, N. Y.

SURVEY MIDMONTHLY—Monthly—$3 a year
SURVEY GRAPHIC—Monthly—$3 a year
SUBSCRIPTION TO BOTH—$5 a year

JOSEPH P. CHAMBERLAIN, *chairman of the Board;* RICHARD B. SCANDRETT, JR., *president;* JOHN PALMER GAVIT, AGNES BROWN LEACH, *vice presidents;* ANN REED BRENNER, *secretary.*

PAUL KELLOGG, *editor.*

BRADLEY BUELL, *executive editor.*

BEULAH AMIDON, ANN REED BRENNER, HELEN CHAMBERLAIN, KATHRYN CLOSE, JOHN PALMER GAVIT, HARRY HANSEN, FLORENCE LOEB KELLOGG, LOULA D. LASKER, VICTOR WEYBRIGHT, LEON WHIPPLE, *associate editors.*

EDWARD T. DEVINE, GERTRUDE SPRINGER, MARY ROSS, JOANNA C. COLCORD, RUSSELL H. KURTZ, HELEN CODY BAKER, ALAIN LOCKE, *contributing editors.*

WALTER F. GRUENINGER, *business manager;* MOLLIE CONDON, *circulation manager;* MARY R. ANDERSON, *advertising manager;* ANNE ROLLER ISSLER, *field representative.*

VOL. LXXX No. 3 CONTENTS MARCH 1944

JUVENILE DELINQUENCY

A Challenge to Concerted Action Now and After the War
A Special Number

The Challenge to All of Us.....AUSTIN H. MACCORMICK 69
How to Begin.....BRADLEY BUELL 72
New Role of the Police.....ELIOT NESS 77
Four Grown-Ups and a Child.....KATHRYN CLOSE 79
Good Ideas 84
A Look at Ten Communities.....GENEVIEVE GABOWER 86
Documented by the Movies: Stills from three current pictures.... 88
What Do We Know About Delinquency?
SHELDON AND ELEANOR GLUECK 91
Federal and State Action.....KATHARINE F. LENROOT 93
Cartoons by R. O Berg

✦ ✦ ✦

Here in Washington.....RILLA SCHROEDER 96
The Common Welfare..... 97
Book Reviews 99

Copyright Survey Associates, Inc. All rights reserved.

So They Say

• More people are bored and irked by life than are hurt by it.—THE REV. JOSEPH FORT NEWTON, *Philadelphia.*

• We are born for cooperation, as are the feet, the hands, the eyelids and the upper and lower jaws.—MARCUS AURELIUS *in Meditations.*

• All fair-minded Americans must oppose bigotry not only from a sense of justice but also from a sense of safety, for, if tolerated, it can be directed at any race or religion and then may rebound against all of them.—ARCHBISHOP FRANCIS J. SPELLMAN.

• In the fundamentals of international relationships there is nothing more fatally dangerous than the common American fallacy that the formulation of an aspiration is equivalent to the hard won realization of an objective.—SUMNER WELLES *in "Prefaces to Peace."*

• While the old order is destroying itself, a new relationship of men and of nations is already beginning its slow but sure evolution. It is based not on fear, on greed, and on hate, but on mutual trust and the noblest qualities of the human heart and mind. It seeks neither to divide nor to destroy. Its aim is brotherhood, its method cooperation. —MACKENZIE KING, *Prime Minister of Canada.*

• Cheap care of children is ultimately enormously expensive.—*White House Conference on the Care of Dependent Children, 1909.*

• An overwhelming proportion of [juvenile] delinquency is taught in the home.—JUDGE PAUL W. ALEXANDER *in Educational Forum.*

• If there are too many children on the dangerous edges of sidewalks and the calendars of police courts it is because we have too many parents . . . playing truant to the future.—*Editorial in the New York Herald Tribune.*

• All persons who bear the blessed title of "parent" have the personal responsibility to see that their children are growing up fully appreciative of the rights of God and their fellowmen.—J. EDGAR HOOVER *in the New York Times Magazine.*

• When we are dealing with a fourteen-year-old camp follower we cannot close the case with "client will not cooperate." Too much tragedy is involved. — HELEN D. PIGEON, *American Parole Association, to a regional meeting of the Pennsylvania Welfare Conference.*

• . . . Most people take the war more seriously than they think most people take it. —*Editorial in The New York Times.*

• The Moscow manifesto is a diplomatic Gettysburg, accomplishing much and leaving much yet to be done.—*Editorial in The Christian Century.*

• Because we have cherished our prejudices, our evil inhibitions from an old world which our ancestors forsook in order to be free, we have postponed the day of peace upon the earth.—PEARL S. BUCK, *in introduction to American Counterpoint.*

• Whether you like it or not the social welfare of people is the basic substance of the major political issues of our generation.—CHARLES LIVERMORE, *Assistant Director, National CIO War Relief Committee, to the New York State Conference of Social Work.*

• No small part of the cruelty, oppression, miscalculation, and general mismanagement of human relations is due to the fact that in our dealings with others we do not see them as persons at all, but only as specimens or representatives of some type or other . . . We react to the sample instead of to the real person.—ROBERT J. MACIVER, *Professor of Political Philosophy and Sociology, Columbia University.*

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Cartoons in this issue drawn for *Survey Midmonthly* by R. O. Berg

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

VOL. LXXX NO. 3

SURVEY Midmonthly

JOURNAL OF SOCIAL WORK

MARCH 1944

JUVENILE DELINQUENCY

A SPECIAL NUMBER

The Challenge to All of Us

Juvenile delinquency can be prevented and controlled only if those tasks are shouldered as round-the-clock responsibilities by every member of the community.

AUSTIN H. MacCORMICK

—By one of our ranking penologists, whose lifework has been with the grim end-results of juvenile delinquency. Now executive director of the Osborne Association, Mr. MacCormick was for six years commissioner of correction in New York City, and from 1929 to 1933 assistant director of the U. S. Bureau of Prisons.

WE HAVE NOT DONE VERY WELL so far with our problem of wartime delinquency in this country, and it is high time that we began to do something effective about it.

Someone has used the term "adult delinquents," but we adults would better be called juvenile delinquents unless we mend our ways. We are "juvenile" if we become excited or hysterical over the problem and act as though the country were in the grip of some awful epidemic. We are "delinquent," on the other hand, if we refuse to recognize the existence of a serious problem and fail to take effective steps to deal with it.

In the navy we used to have some lines of doggerel that went like this:

When in danger, when in doubt,
Run in circles, yell and shout.

That is what many of us have been doing about delinquency, and it is time we stopped. We are not going to talk it to death, and we can find better use for our hands than to keep on wringing them.

A Serious Problem

IT WILL HELP CLEAR THE GROUND for a vigorous, sustained, and effective attack on the problem of delinquency if we stop arguing about how much it has increased during the war period and face what seems to be a set of simple and inescapable facts: that we had more juvenile delinquency before the war than we should have had and did not do as much as we should to combat it; that it has increased considerably, although at a varying rate, since we entered the war; that some types of delinquency have increased alarmingly.

Moreover, such statistics as we do have are disturbing enough. The nearest thing to nationwide figures, those published by the federal Children's Bureau, show an estimated delinquency increase from 1940 to 1942 of 11 percent for boys and 38 percent for girls. It is well known that these figures are compounded of low rates in some communities and very high ones in boom towns, war industry centers, and areas where large army and navy establishments have been located. For example, New Jersey's small increase of 8.8 percent from 1941 to 1942, when broken down reveals a range from a 150 percent increase in one county to a 30 percent decrease in another. The 1943 figures seem, in general, to show a sharper rise than those for 1940-42. While the figures from large cities need careful analysis and the index used is not always the same, the fact remains that the number of alleged delinquency cases received in the Children's Court of New York City increased 50 percent from 1941 to 1943, and the Children's Court in Chicago shows an apparent increase of 50 percent for boys and about 100 percent for girls in the same period. Finally, if one needs statistics to convince even the most stubborn die-hard do-nothing, those available from indisputable sources about the shocking increase in venereal disease among young girls should be sufficient.

What Is Delinquency?

SUCH FIGURES AS THESE ARE SOBERing, but also exciting. We should be concerned enough over the problem to make up our minds to do something about it, but in our excitement we should not lose sight of one fact: the naturalness of juvenile delinquency. Those of us who were

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

brought up in the country, without benefit of police or courts, were never labeled juvenile delinquents. Nevertheless we did the same things as city boys and girls and had the same impulses and drives: restlessness and recklessness, disregard of other people's feelings and rights, love of excitement and thrills, the show-off spirit, the indefinable and complicated feelings of insecurity, and the physical and emotional changes of adolescence. It is easy enough for boys or girls to get into trouble in normal times and the fact that they do does not mean that they are depraved little devils. It is doubly easy in wartime, when they have the same drives and urges, the same lack of balance and judgment, supercharged by the excitement of the times. And, unfortunately, just when they need it most, there is less parental control over many boys and girls and they have more chances than ever to get into trouble.

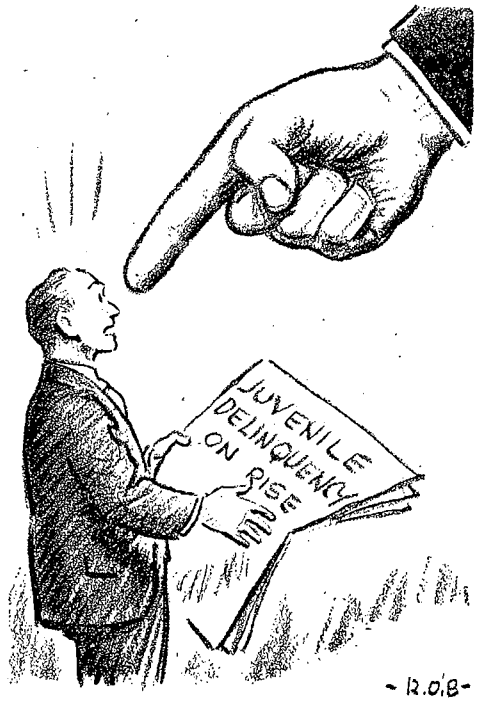
But there are some phases of the delinquency problem for which the prescription is not quite so simple. There are many cases in which the roots of delinquency run in a tangled network very deep into the emotional life of the boy or girl, and it is a tragic mistake to assume that their problems can be solved by such simple methods as providing more recreation. They can be solved, if at all, only by the prolonged and intensive efforts of wise and skilled persons with highly specialized training. Even the boy or girl who seems quite uncomplicated and for whom better home conditions, improved recreational facilities, and other simple remedies seem sufficient is frequently a case for the specialist. In one of its reports, the Massachusetts Child Council said that it was interested in "the child who is a problem and the child who has a problem." More often than not they are one and the same child.

Community Planning

IN MY OPINION THE JOB OF GETTING down to brass tacks and actually dealing with the delinquents and pre-delinquents as human beings is primarily a job for the local community. It is well that this is so, for it is not a job to be done on a coldly impersonal, remote control basis. When one is dealing with human behavior, and especially with the behavior of boys and girls, the situation calls for a personal, neighborly, understanding approach. When the community is very large or is divided into areas that are widely divergent on social, economic, and racial lines, it is usually wise to organize programs by neighborhoods, with an overall organization to make sure that all the resources of the community are brought to bear on the problems of each constituent area.

The best illustrations of how a community or a country must attack the problem of delinquency are found in the field of public health. Yellow fever, for example, was brought under control by first segregating and treating those who had it. Then when the discovery was made that it was transmitted by mosquitoes, houses were screened and mosquitoes killed whenever they got in. Finally the swamps and stagnant pools where the mosquitoes bred were drained.

This is the way we must attack delinquency. Obviously, there is no germ to isolate, no single carrier like the mosquito to exterminate. But the principles of effective public health administration hold good here: programs of control and prevention must go on together; attempts must be made by careful, scientific study to discover causes, the conditions that tend to breed and foster disease, the ways in which it spreads, the methods by which it can be cured and controlled. Much can be accomplished by ordinary precautions and home remedies, but there is need also for professional and technical services and personnel. The program of control and prevention must be well organized, well rounded, systematic, and sustained.



Are You Responsible?

Get Facts: The accepted way to begin to make a community plan for prevention and control is first to analyze the problem and to prepare delinquency spot maps and clearly worded statements and tables that show not only how much delinquency the community has and what types, at what times the rate is highest, and in what areas, but also the kind of homes delinquent children come from. Such facts as these need to be kept year in and year out. They are the guide posts to better planning and the measurement of results.

Organize Services: The next step should be to so organize the community that all who show delinquent or pre-delinquent tendencies will receive the diagnostic and treatment services that they need. This must involve an evaluation of the resources which the community has to meet the problem. Most communities will find wide gaps in these resources.

There will be *time gaps:* insufficient attention to the summer vacation months, or to the long hours when the school buildings are dark, or to the late hours

Wendell MacRae for the Big Brother Movement

High delinquency areas are usually heavily populated sections without play facilities

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

when girls who are mere children are hanging around railroad and bus stations.

There will be *geographical gaps:* high delinquency areas without supervised playgrounds, wrong-side-of-the-railroad-track neighborhoods without boys' clubs, districts with substandard housing, a high disease rate and no health center, heavily populated sections with insufficient schools, and so on.

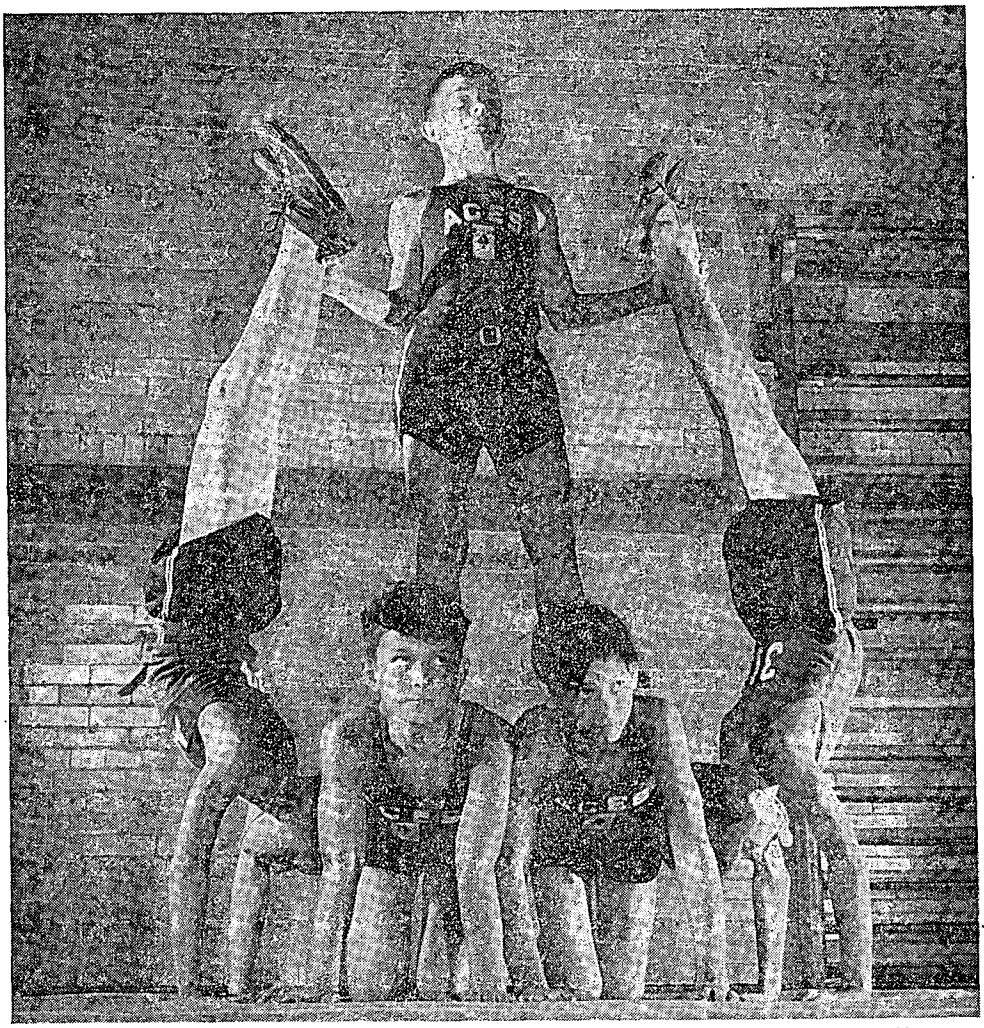
There will be *functional gaps* affecting every part of the community in greater or less degree.

The gaps, so far as possible, should be filled in systematically and steadily, even if it takes decades for a community to do it. I once saw a man whose back had been terribly burned. The surgeons had grafted little islands of skin all over it, and they were slowly growing toward each other. In time his back would be completely covered with healthy tissue. In somewhat the same way, we can plant islands of wholesome influence—facilities, programs, people—at various points in a community. If we place them close enough to each other and make sure that they have a strong and steady growth, they will finally cover the whole community with healthy, protective tissue.

Enforce the Law: Hand in hand with the organization of direct services to delinquents should be efficient law enforcement to stamp out places that breed delinquent behavior, to drain them of their bad influence just as the swamps are drained of the stagnant pools in which mosquitoes breed. The dark corners of the community — disorderly rooming houses, cheap dance halls, bars and grills that never ask the client's age, unregulated movie houses—must be eliminated or brought under supervised control by a police force that not only knows how to deal with their proprietors, but which also knows how to handle with sympathy and intelligence the boys and girls who get in trouble at these places.

Build Character: Finally, community planners can take heart in the knowledge that much of what we call juvenile delinquency is a wholly natural thing. It is not like some mysterious malady for which we must find a new and striking remedy. The greater part of our troubles can be cured before they start to become real troubles, by the use of tried-and-true home remedies, with the ordinary dose doubled or trebled when necessary.

So the systematic development of an understanding adult leadership in our schools, our churches, our parent associations, our boys' clubs, community centers, and other character building institutions needs to be part of any well rounded community plan. Here are the educational forces to build up the resistances to temptation, in the same way that health education builds up physical well-being as the best resistant to disease.



Ralph Crane for Black Star. Courtesy of the Big Brother Movement

Opportunities for interesting and healthful activities help build bodies and characters

Federal-State Planning

Although our front line of attack upon delinquency is in the community, there are some things which the federal government can and should do. It may well accept temporary responsibility for helping in areas badly disrupted by war activities and unable to cope with their new problems. Similarly, some problems are statewide in nature, just as others are nationwide. State and federal help will be needed in financing some programs, in giving impetus and direction to others.

In a complete and well-rounded program of prevention and control there is a chance for all of us to do something: the butcher, the baker, the candlestick maker, the teacher and the preacher, the policeman and the psychiatrist, the athlete and the artist, the caseworker and the clubwoman. Some of the most effective neighborhood councils are those that have brought together humble and academically ignorant residents of the area and outsiders who were professionally trained but did not take a superior attitude. Delinquency can perhaps be controlled from above and outside, perhaps even by people who take a holier-than-thou attitude toward the delinquent, his family, and his neighborhood. But it can assuredly never be prevented that way, and the most effective and least wasteful method of control in the long run is prevention.

Concerted and Sustained Action

Our attack on delinquency must be sustained, not sporadic; it must be concerted, not piecemeal action. Delinquency does not take a vacation or observe the holidays or subside on Sunday. We need to intensify our efforts at certain hours and times of the year, but we cannot afford ever to stop them entirely. A careful study in New Jersey showed that the delinquency rate is highest in the late afternoon hours and in the early and middle evening hours. But the experienced chief probation officer who compiled those figures knows that delinquency is a twenty-four hour, 365-day problem, and that nothing but an unremitting attack on it will succeed.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

How to Begin

A report from Community X—— which met disturbing rumors and figures on juvenile delinquency with conference, planning, and with assigned responsibility for action.

BRADLEY BUELL

—By the executive editor of *Survey Midmonthly*, who has a varied background in community organization. Formerly field director of Community Chests and Councils, Inc., he is now serving as consultant to the Office of Civilian Defense, and to the Syracuse postwar planning project sponsored by *Fortune* magazine.

YESTERDAY, IN COMMUNITY X——, Johnny d'Amico was hailed to Juvenile Court for raising a rumpus in the children's room of the public library. Around the corner, Steve Strebenski's parents were visited by the school attendance officer. Over in the next block, Mary Kelly was brought home late last night by a plain-clothes man from the crime prevention bureau. And downtown, the police are still wondering what to do about Daisy Miller, who stepped off the bus, met a soldier on the next corner, and went with him to the nearest hotel—for dinner, she thought.

This morning the *Express* carries a front page story about the increase in juvenile delinquency. The juvenile judge, the superintendent of schools, the chief of police, the secretary of the YWCA, the pastor of the Baptist Church, the president of the Parent-Teachers Association, all think the situation is serious. All agree that something should be done. Each makes a different recommendation.

This afternoon the war services branch of the defense council is calling a conference, jointly with the council of social agencies. It will be attended by all the people interviewed in the morning *Express*, and many other representatives of health, welfare, and recreation agencies. The purpose is to take stock—find out why the things already done in the community have not brought delinquency under better control—and to plan for the future in the light of a growing realization that the adjustment problems of young people are not going to disappear next year, or even the year after.

Where to Begin

COMMUNITY X—— COULD BE ALMOST any community in the United States. This is a working conference—to make plans, assign responsibility for action. Where shall it begin?

The conference can keep its feet on the ground if it will concern itself with finding out who these youngsters are, and how the right things can be done to help keep them from getting into further trouble. *Planning* based on the systematic discovery, diagnosis, and treatment of individuals suffering from certain kinds of ill health has been a keystone in the development of preventive health programs. Such planning is also a keystone in preventing delinquency and other manifestations of social breakdown.

So the conference should begin at the beginning. Rumors have been rife of pregnant school girls, of "door key" children, of child labor, of burglaries and petty larceny by young boys. If these rumors have any truth in them, someone must have found particular boys and particular girls who were in these particular troubles at some particular time.

Early Discovery

WHO FINDS THEM? MEMBERS OF THE conference know that it is much easier to be of help before trouble has become serious. They will, indeed, earmark this as one of the principles on which to base their long time preventive program. Therefore, they should ask: Are these contacts with youth just chance, or part of a systematic community plan to locate cases of difficulty at an early stage?

By the Schools: The schools are reporting increased truancy, irregular attendance, children dropping out in their early teens. There have been scandalous rumors about the girls of the junior high—unconfirmed and undenied. Various people in the school system know the particular boys and girls who are the occasion of these general reports. The attendance officer or visiting teacher knows the truants, the classroom teacher the child who is "difficult," the principal the real troublemakers.

By the Social Agencies: The conference will think of other agencies that know young people in trouble: the public welfare department that knows the problems of the children in its families; the Travelers Aid Society, whose worker is watching the bus stations for young girls and families come to town to work, or to "see a soldier"—or just to "come"; the Red Cross, in contact with families of servicemen; the Salvation Army, with its knowledge of the underprivileged; the Scouts; the Y's; the boys' club; and other organizations or neighborhood clubs, in which are enrolled nearly 25 percent of the teenage boys and girls of community X——; the churches, where many children are on the Sunday school rolls; and other groups. The contacts of all of these agencies give them an intimate knowledge of individual boys and girls who seem to be thrown off balance by the social repercussions of the war. In the main, they are in a position to make these discoveries early—before serious trouble has set in.

By the Police: Everyone knows that today the cop on the beat gets acquainted with the juvenile population of community X —— aged six and over. He has directed traffic for boys and girls on their way to school. He knows their names, and where they live. If they "break and enter," he must track them down. He patrols the taverns and the honky-tonks, keeps track of loitering girls and boys, watches out for stolen cars, keeps bicycles off the sidewalk. His primary function is to uphold the law, but clearly also, "Mr. Policeman" must play a leading role in the community's plan for discovering those in trouble, or those likely to get into it.

Recording and Clearance: At this point it should be apparent that in addition to the cooperation of all these agencies, other things are essential to a good case-finding plan. Because all this knowledge about individual youngsters and their families is not very useful if it is kept in the heads of individual policemen, teachers, clergymen, or social workers, some systematic *recording* is obviously important. Next, some kind of systematic *clearance* is called for. There is a great deal of overlap in these various contacts. The same boys and girls go to school, meet the police, are members of clubs, and of families served by social agencies. Perhaps one of the reasons why juvenile delinquency seems such a staggering problem to community X—— is that the multiple generalizations by different agencies are based on many of the same cases. Appropriate committees of the council of social agencies should be assigned the task of improving both of these procedures.

With this action, the conference may well adjourn this day's session, for it has

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

defined and discussed the first step necessary to the development of its community plan: *the systematic discovery of cases that need help.*

Screening

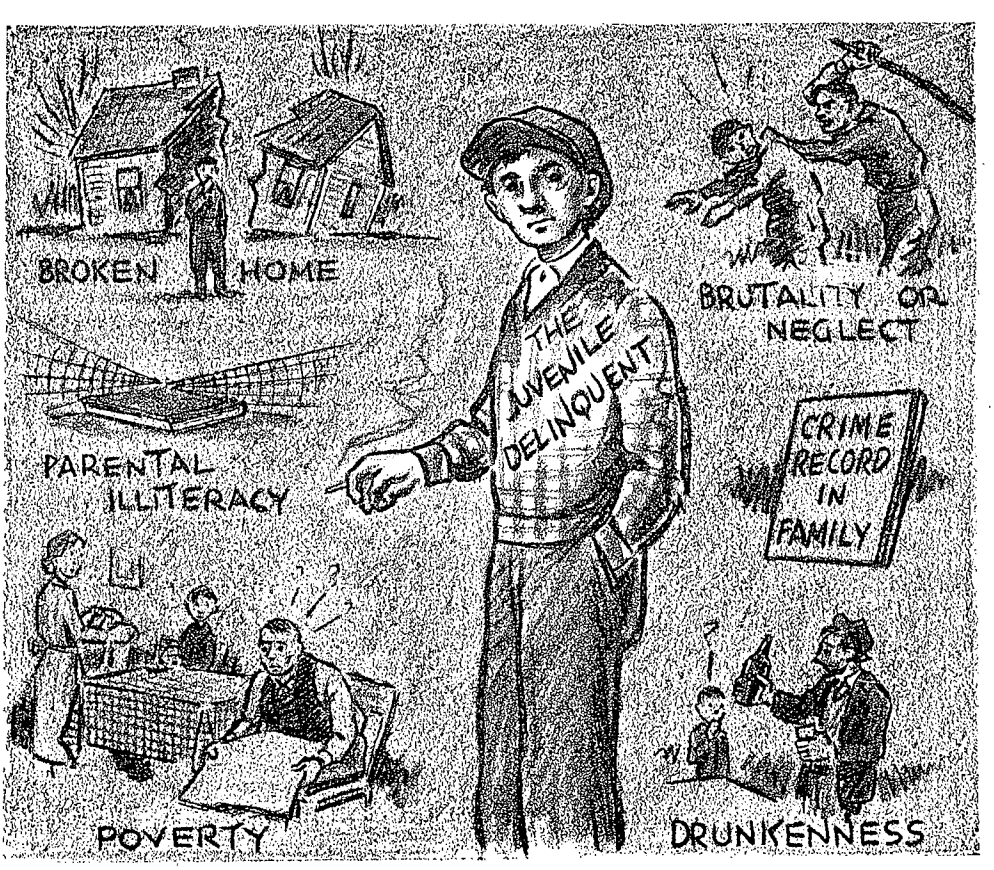
WHEN THE CONFERENCE RECONVENES, its members must face the fact that when the policeman, or teacher, or clergyman discovers a case of seeming trouble, *he* must decide whether anything should be done about it, and if so, what. Being sensible people, they will know that some of these cases represent no real trouble and call for no formal procedure in their handling. Others are more serious, and if improperly handled may lead on to further difficulties. Some stand out undeniably as trouble with a capital T. If all a teen-age youngster has done is to put a baseball through a window, perhaps Mr. Policeman need do no more than point out the error of his ways and tell his parents that they, too, might offer some good advice. Perhaps a chance to have some fun in a boys' club or Y is all he needs.

But many cases are not so simple. A boy's or girl's behavior may be due to family neglect or abuse, to circumstances and conditions calling for expert help. So the decision that the discoverer of the trouble must make, is important. He needs all the wisdom he can command.

Perhaps the conference will decide that a committee of the defense council ought to plan short courses or institutes for these key people, covering such subjects as child psychology, juvenile behavior, the available services of social agencies. If community X—— is a fairly large city, they should go one step further. There ought to be someone connected with the schools, probably in the attendance office, whose training and experience make for even greater wisdom; similarly, in the juvenile aid division of the police department; perhaps in the personnel departments of large industries. These experts would not serve as "social diagnosticians," or give unlimited service to particular cases. Rather, they would assist the teacher, the officer on the beat, the counselor of the personnel department, to screen the cases, and help direct those that spell real trouble to the agencies equipped to make a careful diagnosis.

On the staffs of the service agencies in community X—— there are people who have this trained competence. Faced with a general shortage of trained social workers, the conference may well decide that some of the few available can be of greatest value to the community as "specialists" in key spots. For here are the places where a stitch in time may save nine—nine youngsters who never need have gone to the Juvenile Court, or nine agencies which have to waste precious time and energy in deciding that this or that case never should have come to them at all. Again, a committee from one of the central planning bodies must assume responsibility for practical action and negotiation.

An appropriate time for adjournment has now come, for the conference has explored the second thing essential to a good plan: *the intelligent and discriminating referral of cases after they are discovered.*



Social Diagnosis

THE QUESTION BEFORE THE CONFERENCE when it reconvenes is to whom the specialist or teacher, policeman or club leader, priest, personnel counselor, or shop steward, should turn when he sees evidence of complicated factors that require more expert help than he can give. It will be easier to answer this question if four things are understood. First, constructive help for Johnny, Steve, Mary, Daisy, and their families, must be based on thorough study of the nature of their trouble and the reasons for it, by people who have more than a common sense knowledge of juvenile behavior and family breakdown—that is, a social diagnosis by the best professional skill available.

Second, while the concern of the members of the conference has seemed to be with children and young people, they have known all along that Johnny's rumpus at the public library is probably as much due to his mother's leaving him there as to innate mischievousness; and that Steve is setting up pins in the bowling alley because his family encourages him to earn money instead of to concentrate on getting the most out of his schooling.

In other words, the agency making the social diagnosis of Johnny's difficulty must be equipped to study the entire problem of Johnny and his family, not just the problem of his mischievousness, not just the problem of his working mother, not just the problem of their having come to town recently—but all of these. For in this combination lie some of the roots of Johnny's delinquent tendencies.

Third, as a practical matter the police and others have to refer some of the cases they discover to the Juvenile Court, or its probation staff. For families wilfully neglecting their children, boys stealing, girls guilty of sex delinquency, official action is required, either by law or community attitude. But for many others, this is not necessary. Their problems can be referred directly to the appropriate agency for study and diagnosis.

Fourth, both the official or court cases and those that do not go to court need exactly the same kind of diagnostic study.

If community X—— is a small or rural county, the department of public welfare probably will have the only staff with more than a layman's knowledge of the things that are making for trouble with Johnny and his family. Perhaps there is a child welfare specialist attached to that staff. Perhaps a psychiatrist from the state hospital comes in occasionally for consultation. Certainly the department

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

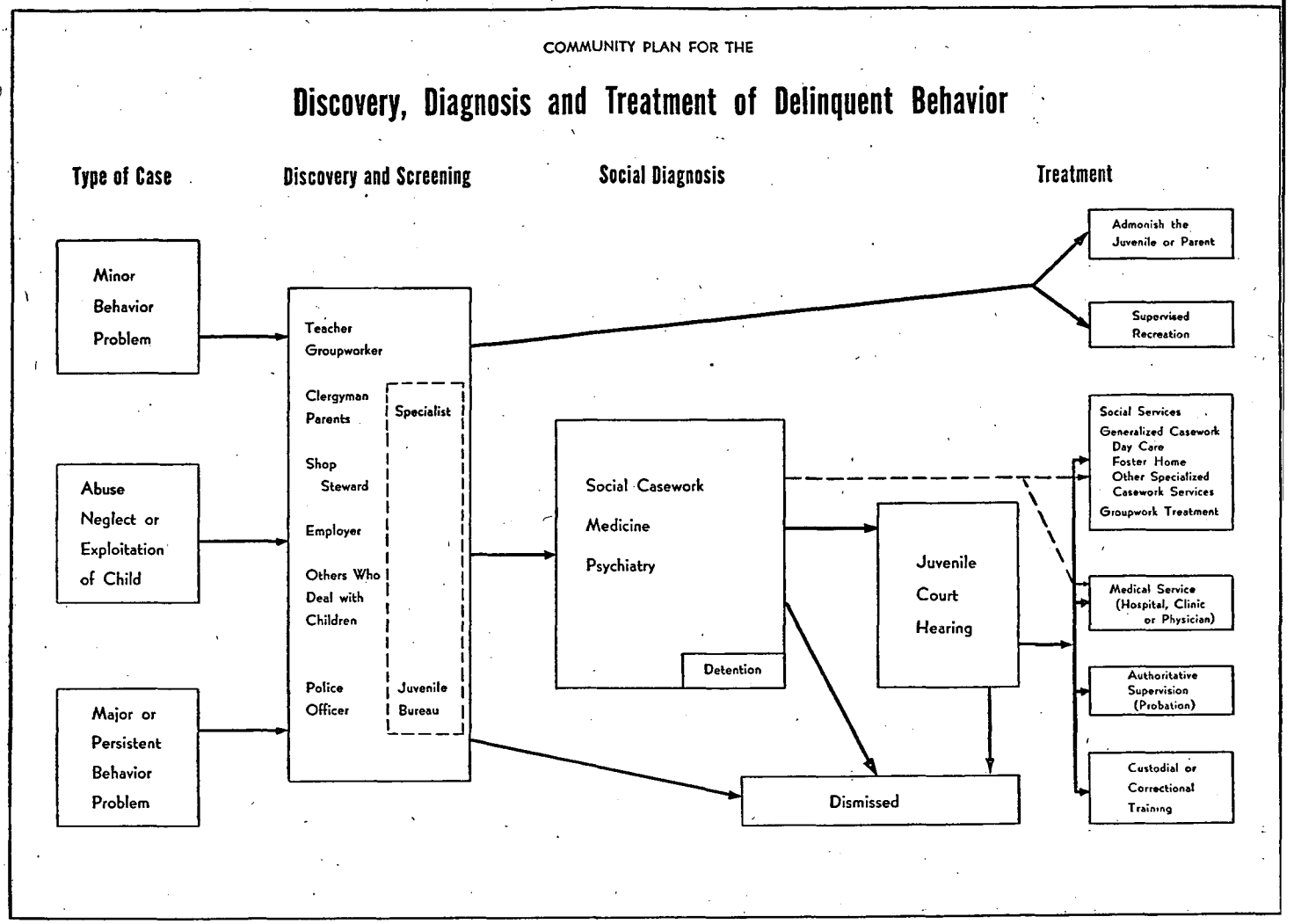


Chart by Raymond Clapp, American Social Hygiene Association; Reginald Robinson, New York City YMCA; Bradley Buell; drawn for *Survey Midmonthly* by The Chartmakers, Inc

Essentials of a complete community program, showing the flow of cases from one specialized function to another

can turn to health department or hospital clinics to secure medical examination where that is needed. A larger community X—— may have family and children's casework agencies, or a child guidance clinic, specializing in the social and psychiatric diagnosis of families with adjustment and behavior problems. In any event, the conference must decide which agency or agencies are best equipped to come at these problems, and then plan to use effectively such casework and psychiatric personnel as it can put its hands on. For these are the people who have more trained knowledge and diagnostic skill than the rest of us possess.

Having made this decision, the conference will see that it must charge the council of social agencies or defense council with responsibility for working out referral agreements with the police, schools, churches, personnel counselors. The people who discover young people and families in trouble need to understand to what agency the cases beyond their own competence should be referred for study.

Particularly will the juvenile judge, who is a member of the conference, insist that these agreements be based on a clear understanding of the functions of the court and its relation to the diagnostic agency or agencies. At present he feels that too many cases are dumped in his lap. Families "grossly and wilfully" neglecting their children should be brought to him, of course. So should boys and girls who have broken the law. Authoritative action in these instances is necessary.

Role of the Judge

BUT THE JUDGE SEES NO REASON WHY every family wishing to place a child need come to him for a commitment in order to receive assistance from the public welfare department. Nor why a lot of "nuisance" cases of misbehavior (as distinguished from wilful lawbreaking) should be mixed up with his more serious problems, especially when someone else could handle them better. Nor why he should handle cases of ordinary truancy.

Moreover, he knows that he ought to have before him when he hears a case, either officially or unofficially, the best possible study of that whole family situation. He is entirely willing to direct his probation officer to turn to a competent designated agency for assistance in making such a social diagnosis, but he wants to be sure that this assistance can and will be forthcoming. Otherwise, he must try to add specially trained social workers to his staff, and provide for the diagnostic consultation of psychiatrists, although he realizes that separate facilities of his own will be difficult to build up, and that an uneconomical duplicate service may result.

In arrangements for diagnostic help moreover, the judge would like to see much better use made of the detention home. Too many children are dumped there because his probation staff or the police do not know what else to do with them. If the agency or agencies to which the cases are to be referred for study will act promptly; if they will cooperate with him and the police in making immediate temporary plans for care (in their own homes or in foster homes) while the investigation is in process, the detention home would be used only for the purpose for which it was intended: short time care, while other plans are being made

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The conference, so far, has made genuine progress. It has called the roll of the institutions and individuals most likely to uncover the troubles of young people and their families. It has agreed upon the agencies best qualified to study the more complex situations. It has decided to establish procedures for the referral of these cases. One further task must be reserved for a final meeting: From whom will Johnny, Steve, Mary, Daisy, and their families receive the services their needs require? Are those services available?

Treatment—the Services Required

THE FINAL SESSION WILL START WITH the clear understanding that the problems shown by the study of Johnny, Steve, Mary, and Daisy define the services that they need. If some of their difficulties are due to poor household management, or to lack of guidance by their parents, or to their mother's working, or to loss of income, or a broken home, they need *social service.*

If Johnny spends too much time alone, or if tough Steve is inclined to "gang" with other "toughies," they may also need *groupwork service*—a planned association with other boys that will draw out the one, and chip rough edges off the other.

If part of their trouble goes back to father's tuberculosis, or to their own adenoids, or to venereal infection, there must be *medical service.*

If any of their troubles are due to gross neglect, or if one of them has been guilty of serious infraction of the law, *authoritative supervision* must step in, backed by the legal powers of the court.

And if the boy or girl is an old offender, too far along the path of habitual antisocial behavior, *correctional training* in an institution may offer the best chance for rehabilitation. The conference must also keep in mind that the reasons back of any case of delinquent behavior are seldom so simple as to require only one kind of service. Almost always a combination of several is needed.

Reprinted from the *Deseret News.* Courtesy of National Probation Association, Inc.

The Juvenile Court's authority is often tempered with friendly counsel and advice

If community X—— is a small town or rural community, a relatively few agencies will be administering many different kinds of service. In a larger community X——, the conference will find many agencies, but with service gaps between them, and the danger of overlap and duplication.

In any case, the conference must proceed to the task of listing, classifying, evaluating the adequacy of available services.

Social Service

A GOOD PLACE TO BEGIN IS TO LIST THE agency or agencies that are or should be equipped to give casework service to the whole family of any of the youngsters found to be in trouble. The discussion has emphasized repeatedly that Steve's absence from school, the quarrels between his father and mother, his father's heavy drinking, his sister's "wild ways," the recurrent lack of money to pay the rent, are all of one piece. No piecemeal service will rehabilitate the family.

The agencies to provide service are very likely to be the same ones already selected to make the diagnosis, for both study and care require caseworkers equipped by understanding and competence to work with the entire family group. The large city community X—— will place high on its list the private family agencies, today in a much better position in both small and large communities to give a generalized casework service than they were when burdened with the overwhelming relief loads of the depression Thirties.

But these generalized agencies themselves require other more specialized social service resources with which to meet some of the problems presented by the families of youth in trouble.

For Working Mothers: In some cases the mother will be working in war industry. Perhaps she has always had to work outside her home. Her inability to find suitable day care for her younger children, or after school care for the older ones, may be directly responsible for their difficulties, as well as contributing to the general breakdown of family morale.

For "Broken" or "Neglected" Homes: Broken homes may be the reason for the trouble of some of these youngsters.

Courtesy of Austin, Texas, Recreation Department

Suitable day care for children whose mothers are working is necessary in all seasons

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

They may have been born out of wedlock, or one or both parents may be dead, or separated. In some cases, the parents may be incompetent, guilty of "habitual and wilful neglect." The child's best opportunity for a normal life may be in a selected and supervised foster home. The department of public welfare may provide this service, or a private child care agency; or it may be part of the service of a general casework agency. Community X—— also, no doubt, has children's institutions. Here are resources if foster homes are unavailable, or for children who would be better off in an institutional environment.

For Unmarried Mothers and the Transient: Perhaps community X—— has discovered that more girls are now "in trouble" than before the war boom came. Perhaps it has found more girls or families in transit, presenting the community with problems. In any case, it will want to know whether or not its casework agencies are satisfactorily serving these complex needs. If community X—— is a large city, it probably has specialized agencies to which transient families and wayward girls can be referred.

In listing the agencies equipped to provide generalized casework services, and these essential supplemental resources, the conference should also bear in mind the important contribution of the psychiatrist to the treatment of neuropsychiatric problems, as well as the diagnosis of behavior difficulties. The conference will know it needs as much of that service as it can get — for both diagnosis and treatment. Except in large communities, able to afford a specialized mental hygiene clinic, the conference will be apt to conclude that this service will be most useful in connection with the agencies carrying the main responsibility for study, diagnosis, and general service to family units.

Groupwork Service

COMMUNITY X——, EVEN IF NOT OF great size, has many agencies serving the recreation and leisure time needs of boys and girls, and adults as well. These probably include Boy Scouts, Girl Scouts, Camp Fire Girls, boy's clubs, YM and YWCA's, Catholic and Jewish youth organizations, settlements, and neighborhood agencies, which reach all types of people and offer varied opportunities for normal, wholesome association. All this helps give healthy release from the tensions, temptations and strains that today are pulling children and young people towards antisocial action.

But for Johnny, Steve, Mary, Daisy, and the others whose troubles are deep seated, casual participation in these programs is not enough. Indeed, if predelinquent or delinquent young people are wrongly placed, their association and activities may intensify rather than dissipate their difficulties. The club which they may be persuaded to join must have a leader who will understand them. Its other members must be boys or girls with whom they can get along in harmony. Its activities must be such as to give them genuine satisfactions.

And so the task before the conference is not merely to list its recreation agencies. It must go farther and be sure that to someone is assigned the task of finding out what agencies have what clubs or groups, with what kinds of leaders and programs, to which particular boys and girls can be referred for assistance in making satisfactory social adjustments.

Medical Service

COMMUNITY X—— HAS MEDICAL services, although without doubt enlistment of its doctors and nurses in the armed services has put a tremendous burden on those remaining. Ill health from any cause is often an important factor contributing to family breakdown. Are there general clinics to which particular children and their families can be referred? In the event that serious illness is disorganizing the family's life, can hospitalization be arranged, and will the hospital or the department of public welfare meet costs beyond the family's ability to pay? For mothers, married or unmarried, what are the agencies that will provide prenatal, maternal, and infant service? Is there a nursing agency on which to call when there is illness in the family? The conference will want to be sure that there are suitable clinics in the health department, the hospitals, or elsewhere, for the treatment of venereal disease contracted by girls or boys, or by the adults in their families.

Authoritative Supervision

HERE THE CONFERENCE WILL NOT need to list numerous agencies, for in community X—— this is the exclusive function of the probation department of the Juvenile Court. Often the court's authority is loosely exercised, tempered with friendly counsel, advice, and help to the youngster and his family. But to families who are neglecting or abusing their younger members, for teen-age boys and girls who have broken the law, whose behavior is seriously antisocial, such authority is an essential addition to the other services they may need. The very fact that this relationship is authoritative is potent reason for a probation staff with understanding, knowledge, and skill. For without these qualities, the use of authority is likely to breed difficulties instead of helping to cure them.

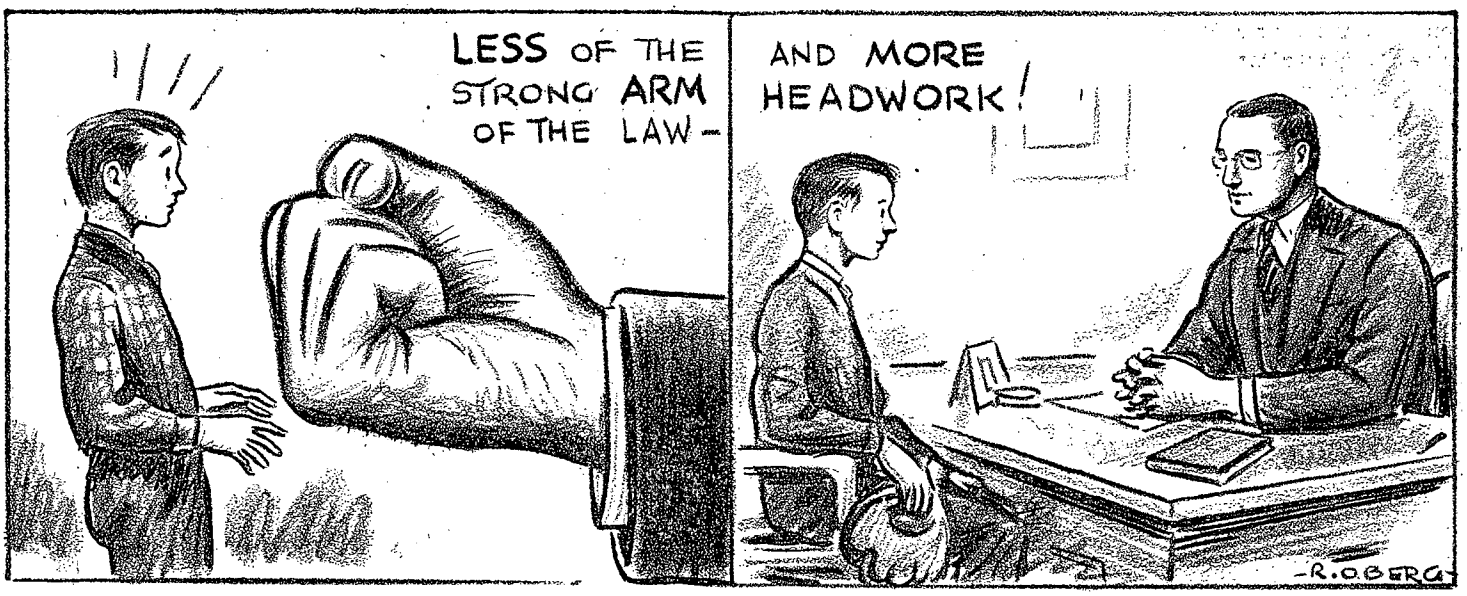
Correctional Training

AMONG THE YOUNG PEOPLE IN community X—— whose troubles come to its attention, the court will find some who must be committed to one of the state's correctional institutions, because of repeated offenses or the seriousness of their misbehavior. Obviously, the better the local services in the community, the fewer will be the cases where the judge feels compelled to make this disposition. But the conference must know about these institutions, and share the responsibility for the state authority, which administers them. Well conducted, they may fulfill the role for which they are intended—discipline with sympathy and intelligence, education and vocational training, social and psychiatric treatment of emotional disorders. Poorly conducted, they may return these young people as the sure criminals of tomorrow.

THE CONFERENCE HAS FINISHED ITS review. As every community must, it started with what it knew about its young people who were getting into trouble. And also, as every community must, it has begun to plan to make the best use of the services now at hand to help these youngsters. Starting with the police, the teachers, the clergy, and others who come in contact with troubled people, recognizing the importance of thorough diagnosis, reviewing the various types of service which may be required and the agencies prepared to provide them, the conference has studied the community problem of delinquent behavior, and the resources that can be mobilized to assist children, youth, and families in trouble.

But the members will see that this is really only a beginning. They will have seen that community X——— is woefully lacking in some of the needed services, that more and better trained people are required in some of the key agencies. They will have been impressed with the fact that different services rendered at different times to the same family fall far short of the mark unless they are so coordinated as to deal effectively with the real reasons behind the troubles of Johnny, Steve, Mary, and Daisy. They have seen that a strong, representative, and well administered community council must carry out the plans which they have initiated. And, above all, they will have acquired the conviction that continuous, systematic planning must also be accompanied by a systematic testing of results. They will want to know, a year from now, what progress can be measured.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



New Role of the Police

How law enforcement officers are locating "trouble spots" and dealing with "corner kids" before they become delinquent. What more the police can do.

ELIOT NESS

POLICE OFFICERS AND OTHERS RESPONSIBLE for law enforcement, today are pushing forward the community battle-line against juvenile delinquency. They are patroling streets, taverns, dance halls, bus stations, and vacant lots—not merely to "catch" juvenile offenders but also to prevent these places from becoming delinquency breeding spots.

Twelve months ago most police officers and sheriffs, if they thought about it at all, considered that they were doing enough to prevent delinquency when they followed their established procedures for generally preserving the peace, detecting crime, and apprehending boys and girls after the offense had taken place. But in the last year they have seen juvenile problems fester and spread under circumstances well known to the officer on the beat. These officers have had a unique, day to day opportunity to see what goes on in places where young people get into trouble. They know the owners, and they know about the conduct of the businesses. There has been steadily growing realization among enforcement officials that within their reach were some of the chief factors contributing to delinquency.

Also, enforcement officials are seeing another important place where they can help further the attack on delinquency. The police officer not only knows the places where delinquency is bred; he knows the particular boys and girls who are delinquent, or in danger of becoming so. And so instead of merely apprehending young delinquents as offenders, he is being trained to refer individual cases to the proper social agencies for guidance and care.

This close cooperation between the police and social agencies is helping open up new opportunities for constructive social service. Frequently the service of social agencies has been rendered mainly in those instances where real trouble exists, or at least after youngsters were making a considerable nuisance of themselves. Although the agencies have been generally concerned with the welfare of children, they have lacked the machinery to reach out and discover cases in the earlier, pre-delinquent stages, when the services they have to offer can be put to their most constructive use.

What the Police Can Do

LAW ENFORCEMENT AUTHORITIES have the machinery and methods to help buttress the community's attack on delinquency not only at these important points, but also at many others. They conduct an around-the-clock operation, and are on the job not only during the day but also during the night hours, when many of the most flagrant outbreaks of delinquency occur. They have a mobile personnel which moves rapidly and as a matter of routine into areas where the social agency would find unhampered movement difficult. With this equipment they are helping forge links in the chain that will bring delinquency under better control by:

1. Regularly patroling public places—streets, taverns, bus stations, parks, roller skating rinks, dance halls, moving picture houses, and so on.

2. Investigating the operators of public establishments to determine whether or not they should be granted licenses.

3. Investigating complaints about young people who are unlawfully employed as minors, exposed to solicitation, or otherwise being exploited.

4. Searching for missing boys and girls, unprotected children, truants and runaways from homes, courts and institutions.

5. Warning juveniles who have violated city ordinances by hopping street cars or buses, trespassing, making excessive noise, or who are guilty of similar disorderly acts; and giving the same warning to their guardians.

6. Enforcing curfew laws in communities where they have been enacted.

7. Investigating all juvenile cases

—By the director of the social protection division, Office of Community War Services. As director of safety in Cleveland, Mr. Ness reorganized the police on a modern two-way radio basis, won three national safety awards. Former police stations became "Boys Towns," and the Cleveland crime rate was cut in half.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

found in the course of patrol, or otherwise brought to the attention of the police, and referring them to the proper social agencies for study and treatment.

8. Cooperating with military, health, and other government authorities in locating juveniles with venereal infection who have been reported to the health department.

9. Cooperating with other groups in various community recreation activities.

10. Collecting data, stimulating juvenile protective measures, and working to improve general community conditions.

Few of these activities are completely new to the police. But, today, the threatening rise in juvenile offenses is impressing upon law enforcement agencies the importance of making them part of a coordinated plan for delinquency prevention.

How They Are Doing It

INITIAL STEPS WHICH CAN BE TAKEN vary from community to community, influenced by existing needs, current new ideas, and available personnel.

The sheriff of Kenosha, Wis., for example, has succeeded in keeping minors out of taverns and bars. He has organized the youth of the county in a junior sheriff's organization, with a junior sheriff and a number of deputy junior sheriffs in each school in the county. Once a month the sheriff himself, or his assistant, visits the schools and talks to members of the organization about the need for law enforcement and the prevention of crime. Kenosha citizens believe that the understanding of and respect for the law developed by this group have been a major factor in the reduction of automobile law violations and many other minor offenses throughout the county.

In Appleton, Wis., the police and the county sheriff are strictly enforcing all liquor laws, including a recently enacted state law making it illegal for a minor to enter a tavern.

Police in San Diego, Calif., are enforcing a city ordinance which stipulates that auto courts, hotels, and trailer camps shall immediately report the registration of minors at their places of business.

In Oakland, Calif., and the surrounding East Bay area, police recently called together local tavern owners and bartenders to tell them that they must do their share in controlling juvenile delinquency, on penalty of the suspension or revocation of their licenses. The liquor sellers assured the police that they would cooperate in this program.

Police in many communities have gone farther in the development of their plans, and have established special juvenile aid units within their departments. Hammond, Ind., for example, has a unit headed by a juvenile aid officer who works with a representative community council, acting in an advisory capacity. In dealing with children and their parents on minor offenses, this unit has kept many juvenile cases from going to court.

The Chicago police department's crime prevention bureau is taking these special patrol measures. Extra policewomen are stationed in the vicinity of the naval pier from 8 A.M. to midnight. In the business district, twelve are stationed during the day, and others go on duty from 4 P.M. to 4 A.M., the two shifts thus covering twenty hours. Plainclothes men are stationed in bowling alleys, cocktail lounges, and similar places. All members of the uniformed force give particular attention to amusement parks, roller skating rinks, downtown drugstores, and other places where young people gather. The Chicago department gives its policewomen a special twelve weeks course of instruction in handling juveniles, and referring them to social agencies.

Social Protection

SPECIAL ATTENTION IS GIVEN BY POLICE authorities to "place-finding" and "case-finding" in connection with the federal government's program for the repression of prostitution and sexual promiscuity as a means for controlling venereal disease.

In many communities, police today know more about where infection is coming from than ever before, because military establishments furnish local or state health departments specific information regarding servicemen's contacts. The health departments, in turn, are giving the police detailed facts about where and when the pick-up or the initial meeting and the sexual intercourse took place.

If Joe's Tavern appears from the records as the place where, for example, thirty pick-ups were made the past month, the police department will probably issue a warning to the proprietor, and keep close watch on his activities. If military reports show that the tavern continues to be a center of contact or exposure, and the operator is unwilling to change his ways, the police will move promptly to close the tavern. Similarly, if a city park, a particular address, or a certain lane shows up on health department records as a setting where many exposures to venereal disease occur, police diligently patrol this area.

In the past, these departments have had to rely largely upon supposition based upon persistent rumor or individual charges in their efforts to locate the sore spots of a community. The statistical records of today are far more revealing and far more damaging as evidence against places permitting unwholesome practices.

While the venereal disease foci of a community do not always involve minors, yet a tavern, bar, or moving picture house that permits adult promiscuity or prostitution is very likely to encourage such promiscuity and drinking by minors. In cleaning them up, police departments are throwing their weight behind delinquency prevention. The need for venereal disease control has impelled many law enforcement agencies to gear their activities into broader and integrated community-wide plans. In hundreds of towns and cities throughout the United States, the law enforcement agency, the health department, the social agencies and civic groups are to be found working together. An increasing number of programs applicable to all kinds of juvenile cases are growing out of these undertakings. This stimulation of closely knit cooperation and case referral is no small part of the contribution of law enforcement authorities to the whole program for the prevention of delinquency.

National Leadership

STEP BY STEP, PROCEDURES FOR LAW enforcement are being advanced and improved. Many improvements are being formulated and promoted by the federal security administrator's National Advisory Police Committee on Social Protection, made up of outstanding enforcement officers working closely with the social protection division of the Federal Security Agency. In the near future this committee will issue a manual, "Techniques for Law Enforcement in the Prevention of Juvenile Delinquency," which should help unify and stimulate enforcement policies and practices.

Meanwhile, police departments are facing serious personnel needs. They need larger staffs, and are losing men to the armed forces and to war industry. They need more policewomen. They want to give better training both to policewomen and to police officers in handling juvenile cases, and to develop their skill in making referrals to social agencies for care and treatment. They want separate detention quarters—outside the city jail—for juvenile offenders who must be kept overnight. They know that, as these needs are met, the police can be increasingly effective in helping to bring juvenile delinquency under control.

Police officers and sheriffs are not miracle men. Alone, as they well know, they cannot prevent delinquency. But in many ways and in thousands of communities, law enforcement officers are helping meet the problem of youth in danger and in trouble.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Four Grown-Ups and a Child

A profile of the four adults every child should know — parent, teacher, clergyman, group leader; their opportunities, shortcomings, wartime programs.

KATHRYN CLOSE

—By an associate editor who first came to Survey Associates as assistant to Gertrude Springer in 1938. A graduate of Sweet Briar College and the Pulitzer School of Journalism at Columbia University, Miss Close worked for several years with private and public social agencies in Pittsburgh and New York City. Readers of both *Survey Graphic* and *Survey Midmonthly* are familiar with her competent reporting and lively writing.

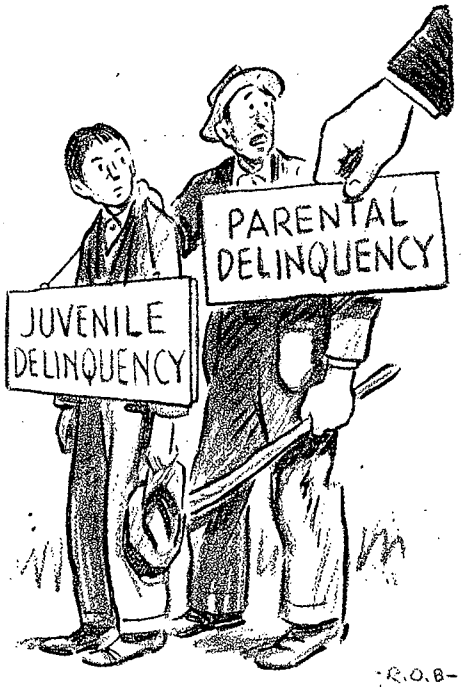
A NEW TERM, "ADULT DELINQUENCY," has found its way into current usage. The implication is that many children wander into bypaths because the grown-ups who should be guiding them along the road to full development have fallen down on their job. The phrase is not too apt, for it is likely to conjure up pictures of Fagins, fences, dealers in "white slavery," or drink-crazed brutes. Such sinister characters do exist and take their toll in warped lives among the children who cross their paths. But they represent only a small proportion of the adults who commit sins against children. "Adult delinquency" is, for the most part, a matter of omission, rather than commission; of ignorance, rather than deliberation.

Almost every child, in the gradual process of growing up, comes into close contact with four types of adults, all of whom have a tremendous influence upon his life. The closest and most influential, of course, are his parents. Next to his parents and other relatives in the home, he sees his school teacher most often. Then, if he comes from a religious family, he may see a Sunday school teacher, or some other representative of the church or synagogue regularly. In addition, the child often finds leisure interests with a group of other children led by an adult known among social workers as a group leader. All these grown-ups have a hand in unfolding the child's personality, but unless each handles this precious human material with care and some understanding of what the other is doing, damage may occur.

I. PARENTS

SCIENTIFIC RESEARCH MAY NOT YET have dug out all the causes of juvenile delinquency nor the exact combination of situations that produce behavior deviations, but it has revealed some of the basic needs of children — psychological vitamins, the lack of which will almost surely stunt a child's personality growth. Unfortunately, this knowledge is too often reserved for application only after signs of twisted development have appeared. The parent, too frequently, is not let in on the secrets of child psychology until little Johnny begins to throw rocks through people's windows.

Some parents, of course, have a sixth sense in regard to their children's needs, and others make an effort to find out all they can by subscribing to parent magazines, joining parent groups or parent-teacher associations and reading books on child development. The 230,000 requests for information received by the federal Children's Bureau in 1943 are evidence that many parents want more knowledge about children than their own instincts or experience provide. The bureau's booklet, "Child Management," first published in 1925, has had a total circulation of over 2,000,000 while a later booklet, "Guiding Adolescents," has reached over 660,000. Evidence from a voluntary agency that parents want the advice of experts is the 700,000 monthly circulation of *Parents Magazine*, published by the Parents Institute in New York.



ANOTHER VOLUNTARY ORGANIZATION which gets knowledge across to parents is the Child Study Association of America, in New York City, which furnishes leaders for parent discussion groups, trains volunteers to lead such groups, operates a family guidance and consultation service, and uses all these local services as methods for learning facts about parents and children to be made a basis for later publications. The association also conducts institutes in various parts of the country at local request. A few similar organizations operate on a local basis, such as the Child Study Association of Baltimore, and the Association for Family Living in Chicago. A number of colleges and universities have special summer parent education programs, a notable example being Vassar College's Institute of Euthenics.

Parent associations and parent-teacher associations, the latter with a total membership of 2,512,345, are, of course, the great potential of parent education. It is doubtful whether they have scratched the surface of what they might do in this direction, though many of them have had leadership quick enough to see the opportunity for broadening an understanding of children's behavior and to seize it by forming child study groups. Individual associations are constantly urged to such action by their district councils or overall city organizations, as well as by the National Congress on Parents and Teachers with which most PTA's are affiliated.

In the decade preceding Pearl Harbor, there was a gradual trend toward the assumption of responsibility for parent education by state education departments. This has been somewhat retarded by the war because of a combination of budget economies and unavailability of staff. However, a few state education departments still employ a person to promote and lead parent discussions. Some local school boards have included parent education in their adult education programs, but these, too, have been affected by wartime changes.

Reaching the Disinterested

BOOKS, PAMPHLETS, MEETINGS, AND discussions reach only those parents who are interested enough in child development to read about it or to attend a meeting. Unfortunately, a great many parents who

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

love their children take their welfare pretty much for granted. They do not realize that successful child development demands efforts beyond provision of physical care and schooling. The question of how they can be reached before their children begin to show symptoms of maladjustment is one that has long remained unanswered. But various experiments are underway which suggest partial solutions.

Some Experiments

THOSE THAT HAVE SPREAD THE farthest (though no one knows how deep) have been commercially sponsored. Almost simultaneously three moving picture companies have made films on the dangers faced by children and adolescents in war impact areas. [See page 88.] Necessarily fragmentary, they may nevertheless awaken some adults to the realization of what neglect can do to children.

New ventures, too, are underway in reaching out to parents through the radio. Biggest and most exciting to social workers is the current series "Here's to Youth," sponsored on a nationwide network by ten national youth serving agencies. These dramatizations, while playing up the services available from local agencies, embody a definite attempt to define some of the basic needs of children.

Numerous efforts to reach the non-reading, non-meeting parent are taking place on the local level. School authorities and parent associations are using the radio more and more. Child guidance clinics and mental hygiene societies are stressing parent education as a part of their function and are spending a greater part of their time and effort in publicizing some of the things they know about children. A method under experimentation is to sponsor mental hygiene classes in high schools for the parents of the future.

In New York City, the Child Study Association has given courses in child psychology to public health nurses with the view of making them transmitters of modern theories of child management. In Cleveland, the Associated Charities views its role in delinquency prevention not only as providing treatment for those who need it, but also as publicizing widely the elements of good parent-child relationships. Among the channels in use are the popular "love-lorn columns" in the newspapers, and letters to clergymen asking them to call attention to the "particular care and supervision" required of parents in wartime. In rural areas, the Agricultural Extension Service has, and uses, an unusual opportunity to acquaint mothers with children's needs.

But nowhere has there been a coordinated attempt to popularize knowledge of a child's basic personality needs comparable to the great health education campaigns that have played such a large part in lowering disease rates.

II. THE TEACHER

THE BEST PARENT EDUCATION PROgram would be no guarantee that all children's personalities would grow straight. Even good homes need cooperation from the outside. And some parents, because of a twist or lack in their own personalities, are handicapped in their attempts to deal with children. Upon the school teacher falls the responsibility of backing parents' efforts to nurture the child's personality growth or even sometimes of supplying the nourishment lacking in the home.

The old-fashioned notion that a teacher's primary function is to teach reading, writing, and 'rithmetic has given way in the minds of educational theorists to the conception of education as a preparation for living. How far this has permeated down to the classroom could only be determined by a survey too extensive to be undertaken. Even if it had and all teachers were willing to admit that their duties entailed more than getting facts out of books into small heads, the teacher's job of living up to this mandate, with the large number of children in most classrooms, would be well-nigh impossible.

What the teacher can do depends on her own personality adjustment, her grasp of the fundamentals of child behavior, and her skill in the application of educational methods. But it also depends to a great degree on the educational set-up under which she functions and the aids at her disposal.

Teachers' Aids

IF SHE HAS LITTLE LEEWAY IN IMPOSing an unimaginative curriculum on children who vary widely in their ability and background, she will have no choice but to make demands upon her whole class beyond the grasp of some of the children, too easy for others, and uninteresting to them all because it is unrelated to life as they know it. If, on the other hand, she is furnished curriculum suggestions, but allowed enough flexibility to adapt the work to the children's everyday interests and to adjust demands upon individual children according to their varying abilities or readiness, the processes of teaching and learning become more interesting to herself and her pupils.

Forward-looking school authorities, in an effort to give the teacher opportunity for such a constructive approach, are leaning more and more in the direction of "activities programs." Such programs integrate recreational activities with the children's current studies, and the studies with their life experiences. The children are divided into groups within the classes, each child working on something for which he is "ready."

Few public school systems have gone all-out in this direction, but many are gradually modernizing their programs to the extent that staff shortages, cramped budgets, and community opinion will permit. In New York City two public demonstration schools, called the All Day Neighborhood Schools, have been given free rein to develop along these lines into what many people believe are models for "the school of the future."

Recognizing Early Symptoms

IN ADDITION TO AN IMAGINATIVE CURriculum policy, an important aid to the teacher is an effective child guidance program. School systems in some large cities have programs including clinical facilities and psychiatric staff, as well as a staff of school social workers. In other areas, community clinical facilities are tapped for school use.

Though set up primarily for diagnosis and treatment of disturbed children, guidance clinics perform a larger service, for through conferences on the problems of a referred child, they bring teachers and school principals information on principles of human behavior that apply to all children. Many schools that have no such facilities available find case conferences of the principal, the teacher, and the school social worker useful in this respect.

Whether or not a teacher is equipped to recognize early symptoms of trouble depends largely on her training. There are probably many teachers in our schools who have studied little psychology. However, teacher training standards have been steadily improving in recent years and today seventeen states have a minimum requirement of four years of training.

Not a few city systems base teachers' salary increments on additional work taken in evening courses or in the summer. Some school authorities have been calling in neighboring psychiatrists or using their own guidance personnel to give lectures to teachers under board of education auspices.

Developing Good Citizens

A GOOD CITIZEN HAS A MORE POSITIVE role than the avoidance of law breaking. Accordingly, the teacher who trains for citizenship goes beyond the negative role of awareness of incipient trouble. She tries to help children to understand one another and to imbue them with a sense of values based on ideas other than the

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

satisfaction of instincts. In some schools she is helped in this task by a program that involves inspirational assemblies, community service projects, and even classes in mental hygiene and in ethics. Service projects have, of course, been tremendously in vogue since the war, which has provided numerous opportunities for children to do things for others or for a cause.

Even when aided by other programs, the classroom teacher carries the chief responsibility within the school of helping children find the values that make living worthwhile. If she is skillful, she does this by seizing the numerous occasions presented within a curriculum, as well as within situations that occur in the classroom. She teaches children to probe into the "why" of the historical, biological, sociological, or literary happening under discussion. She can do this without encroaching on the religious province of the home or church. But if she has before her a group of children already bolstered by some religious training, her job may be that much easier.

III. THE RELIGIOUS LEADER

ONE OF THIS COUNTRY'S MOST eminent psychiatrists has outlined four essentials to the development of a rich and and stable personality in children. They are purposeful work; creative play; something to love; something to believe in. "Religion" is a shorter term for "something to believe in," but the psychiatrist may have avoided its use because of its associations with theological controversies. Religion is, after all, not something in a building or a book, but something in the heart of a man which makes him see the essential worth of his fellowmen even while witnessing the horrors and indignities they can heap on one another.

In spite of all the differences of opinion as to how this thing was planted in man's heart, the churches and synagogues of this country have been a tremendous force in keeping it alive and helping parents to nurture it in their children. It is an understatement to say that their spiritual leadership has been a deterrent to juvenile delinquency, for surely their contribution is more positive. Yet time and again studies of young offenders have shown that the majority of those who have committed serious offenses have had no religious training.

Granted a place for church leaders in the child's life other than in offering various forms of secular service, the question remains: Are they doing enough for all children? The International Council of Religious Education, an organization of various Protestant denominations, has estimated that one half the children in the United States have no religious affiliation of any kind. Among the unaffiliated undoubtedly are some who receive religious nourishment in their homes. Nevertheless, we know that countless children are left to grope their own way to spiritual values in surroundings rife with adult prejudices and materialistic concepts.

Reaching the "Churchless"

CHURCH LEADERS OF EVERY FAITH have always made efforts to reach out to the churchless, but in the past these were most apt to be in the form of proselytizing rather than a united effort to spread a sense of religious values as such. However, one type of cooperative effort, begun thirty years ago, has been spreading rapidly in recent years. Local in character, it involves attempts, usually on the part of an inter-faith board of religious education, to arrange with school authorities permission for children to be excused from school, on the request of their parents, to attend religious classes within the faith of their choice. Such arrangements are now in effect in hundreds of communities within forty-three states.

"Released time," as this practice is called, has been hotly opposed by many persons and groups who see in it a violation of the principle of the separation of church and state. Its supporters, however, maintain that since the religious classes are not compulsory and do not require the use of school funds, no such principle is at stake. It has been pushed strongly by Protestant groups, who point out that 25

Courtesy of All Day Neighborhood Schools Committee of the Public Education Association, New York

"Young explorers" discover through community trips that school lessons have reality

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

percent of the children who attend the Protestant weekday classes have not previously had formal religious training. Catholic authorities find in it a means of giving Catholic children who attend public schools some of the training afforded children in parochial schools.

Not so enthusiastic are Jewish religious leaders, though they go along with the plan wherever it is in operation. Weekday classes in religion have always been available after school hours to Jewish children in most communities. Where school authorities have adopted the released time policy, Jewish leaders are faced with the problem of promoting additional classes during this time for those children who wish to be excused from school "with the other kids." Moreover, in school districts where the Jewish population is small, they sometimes have the choice of arranging classes for two or three children or watching Sammy or Ruthie go along to the Protestant or Catholic classes. Nevertheless, in some large cities Jewish released time classes attract many children, particularly girls, not otherwise enrolled in religious classes.

Church leaders are also exerting special efforts to reach out to children in war impact areas, particularly to those in trailer camps and war housing projects where church facilities are not conveniently available. The Protestant churches have been making a combined effort in this direction through the Christian Commission on Camp and Defense Communities, which sends out clergy and lay leaders to such areas to conduct religious services and to rally volunteer leadership for organizing Sunday schools and vacation church schools. In some communities, local churches have planned jointly to extend services of both religious and secular nature to migrant families.

Making Religion Real

RELIGIOUS LEADERS ARE CONCERNED, too, with *actually* reaching the child who attends religious classes, so that he will see that religion has a close relationship to life. Their first step often is to make religion interesting by meeting the child on his own level. This involves various techniques. For example, a Catholic organization puts out a magazine in the "comic" format, illustrating the lives of Biblical persons and Christian martyrs. Another "comic" is "Picture Stories from the Bible," published by a Jewish layman who consults with an advisory committee composed of representatives of the three major faiths. It is widely distributed by the newsstands of the nation. The International Council on Religious Education advises Sunday school teachers to use discussion of incidents in popular movies as an entrance to the topic of the day. Social activities are, of course, promoted in innumerable churches and synagogues, not only as a secular service to the young people but also as a method of interesting them in the church.

Many religious leaders recognize that one test of whether a child will carry his religious lessons into his daily life is in the curriculum. This has resulted in a movement to stress the meaning of religious ideals to the child's everyday actions and attitudes and to the happenings within communities and among nations. It is, in other words, a renewed accent on the "Christian life," or the "Jewish life," as it may be called.

Todays' Dilemmas

THE CHURCH HAS TWO MAIN PROBlems in its efforts to make children see that religion has something to do with living. The first is the necessity of explaining away the conflict between the destructiveness of war and the teaching, "Thou shalt not kill." The second is the necessity of practicing what it preaches. Of the two, perhaps the first is easier, though it involves the task of helping a child's mind to grasp the difference between hating an idea and hating a man.

Practicing what is preached may entail conflict with strongly entrenched community attitudes. Nevertheless, so long as some church leaders teach brotherhood with tongue in cheek—telling children to "love thy neighbor," but not allowing little black Rufus to step across the church threshold—they can hardly expect children to understand just which "Christian ideals" relate to everyday life and which do not.

This dilemma is not confined to any one region. There are churches in the North just as "white" as churches in the South, though they may occasionally make a gesture to "race relations" by inviting young Negroes in for discussion, or scheduling a sermon on the topic. On the other hand, many white church leaders refuse to discriminate against any human being, and welcome Negroes to their churches as members or guests.

No matter what a child learns within the church, religion is not likely to become an everyday affair to him unless he sees and hears about it in his everyday surroundings. On this theory, leaders in all three faiths are emphasizing the teaching of religion in the home. This emphasis involves the church in a form of parent education that includes discussion not only on ways of presenting religious ideas to a child but also on the adult attitudes and actions that affect a child's thought.

So important do some Protestant leaders regard this move that they are proposing a recasting of the whole church program to entail "more intensive training for young people for marriage and homemaking, better counseling of those seeking marriage in the church, and finer and more constant help given to parents in a task which is primarily their task."

IV. THE GROUP LEADER

ALMOST ALL OLDER CHILDREN AND adolescents find some sort of leisure time leadership outside the home. This will be wholesome or destructive, depending on whether the strongest minded child in the gang uses his ingenuity in a constructive way; whether the child lives in a neighborhood where adults are available with the time, skill, and interest to help children find creative activity; or whether a local tough guy, with few scruples but a natural tendency to enjoy admiration, has become the neighborhood hero.

Youth-serving agencies in various forms provide constructive leadership to children and young people in the pursuit of leisure time interests. Groups of children and young people are carrying on discussion and creative and cultural activities in neighborhood houses, churches, schools, and recreation centers. They are having their characters built through service projects and instructive pursuits in Scout troops, Camp Fire groups, and the various forms of Y clubs. They are undergoing pre-induction and pre-vocational training in Boy's Clubs. They are learning to be good farmers and future farmers' wives in 4-H clubs. And they are jitterbugging to jiving juke boxes in teen-age centers. In all these activities they have adult leadership available to help them with ideas and to show them how to do things (except possibly the jitterbugging).

Leader Shortages

VIEWS ON LEADERSHIP RANGE FROM "give the child something he likes to do and he won't get into trouble," to the demand that every person who leads a group must have two years in a school of social work. In between comes the generally applied formula of using volunteers as leaders under professional supervision or at least with a modicum of professional consultation available. Settlements, neighborhood houses, and Jewish centers, while using volunteers under supervision, tend to lean toward professional lines. On the other hand, the national "character building" agencies are dependent, except for advisory service, almost wholly on volunteers who have only a very limited amount of training, if any. Yet their memberships

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Ruth Nichols for the Big Brother Movement

Small club groups give children and adolescents opportunities for practicing democracy

have increased steadily since the war, while many neighborhood agencies have been watching their enrolments decline.

It is impossible to explain this phenomenon without guessing. It may have to do with program—the character building agencies have gone in strong for war service projects—or it may be related to the fact that in the underprivileged neighborhoods young people, who long had to take the kind of recreation offered them, now have money in their pockets and can go out and buy what they want. Nearly all agencies, however, find that boys between the ages of twelve and fifteen are enrolled in greater numbers than ever before.

Even where membership has declined, staff and volunteer shortages have been so great that agencies have been severely handicapped. The most serious shortages, of course, are in young men to lead boys' groups, but there has also been a shortage of girl and women leaders because of the competition of more direct war services.

Partly as a result of group leader shortages, but also on demand of the young people concerned, programs have been veering away from the small group or club to larger groups or mass activities. Professional group workers who used to think that nothing constructive could ever be accomplished *en masse* are going along with the times and are opening up teenage canteens with a vengeance. It has been estimated that 300 to 500 of these youth "hang-outs," as the young people call them, are scattered across the country, sponsored by YWCA's, churches, settlement houses, Jewish community centers, school boards, public recreation commissions, or independent committees. Where they have been most successful, the young people themselves have had a large part in their planing, with good adult leadership on hand but in the background.

Professional group workers have not completely made up their minds what they think of this fad, but they are "watching." Jewish community centers and YWCA's have reported success in using the canteens as a sort of "vestibule through which new young people are introduced to the agency and integrated into the agency program." But at least one skeptic suggests that perhaps young people are tired of being "constructively overscheduled every minute of their lives" and want the fun of "anonymously disappearing in a large mob."

Neglected Children

MOST GROUP WORK PROGRAMS, AMbitious or simple, call for a meeting place and a leader. Innumerable children and young people all over the country have neither available to them. They live in neglected areas of cities and towns, on the outskirts of cities, in overcrowded trailer camps and war housing projects, or out in the country far from any town. Attempts made to reach them have been far from sufficient.

In order to eliminate "unserved" city areas, a few large cities have well ordered public recreation programs that, in addition to providing numerous facilities for play and constructive recreation, also provide leaders to organize and run the small club groups that give children opportunities to learn to get along with others. Some still engage in the practice, initiated by the WPA in the public field, of sending leaders out to neglected areas to bring gangs or "cellar clubs" into supervised playgrounds, churches, or school buildings to pursue athletic or other interesting activities.

This type of work also has been carried on, on a smaller scale, by private agencies. In Cleveland the Council Educational Alliance, an affiliate of the Jewish Welfare Board, has experimented in an isolated area with promoting club groups to meet in children's homes, an arrangement which could hardly be successful in areas where homes are overcrowded.

The big character building agencies ad-

(Continued on page 101)

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Good Ideas at Work

"How they do it"—practical suggestions from thirty communities where useful ways of dealing with some aspects of delinquency have been developed

KANSAS CITY, MO.—A new division of community service created within the Kansas City Welfare Department, has sent out "coordinators" to promote community councils within each high school district of the city. Each council is composed of representatives of the parent teacher association, neighborhood social and health agencies, churches, and business associations. Among the projects launched are teen-age clubs and community centers, where these have been lacking. Several councils have taken action to eliminate hazards to young people in the streets and to provide additional playgrounds where needed.

WASHINGTON, D. C.—After gathering considerable information on the problems of children from all the schools within the national capital, the board of education of the District of Columbia has set up an advisory committee on wartime and postwar problems of the child. Composed of some thirty persons, representing public and voluntary organizations concerned with children, this committee includes six subcommittees, each of which has reported on things which need to be done. In addition, individual schools have set up advisory councils made up of school personnel and other persons "chosen for their understanding of and interest in civic programs."

PORTAGE COUNTY, OHIO.—The first step of the newly established Portage County Commission on Juvenile Delinquency, a semi-official body composed of public school and court officials, was to hold an institute for peace officers on juvenile law enforcement. In addition to protection of children and law enforcement, the commission is concerned with education, recreation, and research. At present it is conducting a weekly question-and-answer column in the local newspaper for the discussion of the problems of young people and parents. Plans are also underway for a mobilization drive to enlist volunteers to serve as group leaders in youth serving agencies.

NEW YORK, N. Y.—With a $60,000 gift from the New York Foundation, the board of education of New York City has set up demonstration projects in three Harlem schools—a girls' high school, a boys' high school, and an elementary school. Main emphases in these projects are the provision of psychiatric and social work services for the treatment of potential delinquents, the education of teachers to the principles of child behavior, the provision of supervised recreational opportunities for deprived children.

GREENWOOD COUNTY, S. C.—In an effort to awaken parent and community "consciousness and conscience" in regard to children's problems, the Juvenile Council of Greenwood County has been fostering parent-teacher programs on mental hygiene through its working committee on education. The committee has also made a study of the need of special educational facilities for retarded children and is now stumping for the establishment of ungraded classes and of a trade school within the public school system.

HAMILTON, OHIO.—Two representatives each from 104 social, religious, fraternal, service, and civic organizations in Hamilton form an over-all coordinating council to attack the problem of juvenile delinquency. The coordinating council works through an executive committee, standing committees on adjustment, environment, and character building, and special functioning committees. Among its accomplishments is the establishment of a demonstration neighborhood program promoted by the special committee on community organization. The project, which is financially supported by the local Elks Lodge, is supervised by a committee of neighborhood people, with the operations being carried out by the Boy Scouts, Girl Scouts, YWCA and YMCA working on a cooperative plan with the assistance of a local church.

NEW YORK, N. Y. — The Catholic Charities of the Archdiocese of New York is in the process of setting up a division of delinquency prevention, to coordinate services to children and young people within the parishes. A new feature of the division will be a youth counseling service which will provide casework services to adolescents and work closely with the judges and probation officers of the children's and adolescents' courts.

Neighborhood Approach

CLEVELAND, OHIO. — Ten years ago, Cleveland's Tremont area had one of the highest delinquency rates in the city. In 1936 the welfare federation began a carefully planned program which included participation by neighborhood leaders, the consolidation of casework services in the area, cooperation with the police juvenile bureau, schools, and recreation agencies. Steady improvement has resulted.

LOS ANGELES, CALIF. — Ten private recreation agencies, working under a coordinator, have combined forces in a section of the city populated by 100,000 Negroes and 140,000 Mexicans, Mexican Americans, and others of Latin American stock. An appropriation of $234,000 by the war chest will triple the services of agencies in this area. Plans are being worked out through the groupwork section of the council of social agencies in close cooperation with public recreation officials, the schools, and social, religious, and other groups.

CHICAGO, ILL.—The South Side Community Committee sponsors four neighborhood centers, with full recreation and leisure time programs, in an area where ten years ago twenty out of every one hundred boys under twenty-one years of age were going before the Juvenile Court. In addition, last year the committee planned special services for 392 individual delinquents, most of whom came to its attention through the contacts of the centers.

MIDDLETOWN, OHIO. — The Greater Middletown Recreation Commission expects to employ a full time director to stimulate "neighborhood, family, and communitywide programs for children and adults." Representatives of citywide agencies, and of the schools, management, labor, racial, and other groups make up the commission. Use of school buildings and other appropriate neighborhood sites for athletics, games, dramatics, and other activities are part of the program.

HARTFORD, CONN.—Recognition that "delinquency is in many respects essentially a neighborhood disease" was brought home to Hartford in connection with its 1934 community survey. In the intervening years, neighborhood units have

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

been established in all three trouble areas identified by the survey, with programs extending and coordinating neighborhood, casework, groupwork, health, and other services. Recently Hartford settlements have developed an "extension service" to areas not covered by these units.

BIRMINGHAM, ALA.—Four years ago the YMCA moved into Five Points, one of the high rate delinquency areas of the city, and put a trained boys' worker on the job. With the cooperation of the churches and other groups, athletic leagues, clubs, and many different kinds of activities were organized. Local "gangs" of boys were cultivated, and offered supervised resources. Special effort was made to discover problem cases and work with other agencies to make unnecessary their referral to the courts. In recent months no serious case of delinquency has been reported from Five Points.

Youth Participation

GARY, IND. — Fifteen thousand boys and girls between seven and fifteen, members of All-Out America (AOA), the junior civilian defense corps of the local defense council, have assisted in scrap metal, used clothing, war bond, and other war drives. War stamp sales are currently averaging $40,000 a month. Children enroll in AOA through the schools, each of which has a teacher sponsor. Pupils elect a captain for each grade, and a major and adjutant for the entire school. These latter officers become members of the AOA general staff, headed by a colonel, lieutenant colonel, adjutant, and finance officer who are appointed by the city civilian defense director. Under the general staff are twelve activity committees, each with a teacher sponsor, to plan programs in junior police work, training in home economics, care of small children, and many other fields.

SEATTLE, WASH. — Under the joint sponsorship of the YM and YWCA, teenage young people have organized the Flamingo Club, the Penguin Club, the Sahara Club, Fun Fest, and others, in different sections of the city. Rooms or buildings have been taken over, equipment installed, dances, games, discussions, parties, and other activities planned and carried out.

OMAHA, NEB.—Elimination of vandalism in public parks is the purpose of the Miller Park Improvement Society, a neighborhood organization of boys and girls with adult advisors. Each member signs a pledge to be a good citizen and work against destruction of park property.

TRAVIS COUNTY, TEX.—The Third Travis County barbecue "will be an all out gathering of rural youth." Groundwork began two years ago at a meeting of farmers and their wives, school teachers and trustees, ministers, and representatives of public and private agencies, held on one of the farms in the county. Following that meeting a youth counselor was employed, who has been working with rural school supervisors, home demonstration agents, parent conferences, 4-H clubs, Boy Scouts and Girl Scouts, in building up youth participation in community fun nights, club programs, and other social activities.

DETROIT, MICH.—In the old fire station of Ladder Company 13, neighborhood boys and girls have established a "hangout" which they operate under the general supervision of the YWCA. Juke box, snack bar, lounge, pingpong, powder room, badminton, shuffleboard, are included in the facilities. "Jitterbugs are welcome and there is no ceiling on noise."

WASHINGTON, D. C.—The Jefferson (High) School-Door Canteen is open for dances and parties three Fridays of every month. Admission is seventeen cents. Music, refreshments, "floor shows," and entertainment are planned by the students.

Referral Services

PASSAIC, N. J.—Since 1937 the schools and police have joined forces through the Passaic Children's Bureau, which functions as a child study and treatment agency. All boys and girls apprehended by the police are referred to the bureau, as are school cases involving classroom failure, truancy, or behavior problems. Operated under the general direction of the board of education, the bureau has a staff consisting of a director, who is also the assistant superintendent of schools in charge of guidance; three plainclothes policemen, a policewoman, two attendance officers, a psychiatric social worker, and a psychologist.

DETROIT, MICH.—Policewomen of the women's division of the police department investigate cases and refer them to social agencies for treatment. With casework agencies now overburdened, they are using the counseling and guidance division of the board of education, the Big Sister organization, and church workers for some less serious cases.

ORANGEBURG, S. C.—Since a 1937-38 study of juvenile offenders showed that nine white and forty-nine Negro boys had been held for as long as 102 days in the county jail, all arrested juveniles have been referred to the department of public welfare. Handled originally by a male caseworker added to the staff for this purpose, these cases are now carried by the regular child welfare workers.

PEORIA, ILL.—Two hundred and six "key points," where unattached women and girls who come to Peoria because of its proximity to Camp Ellis are most likely to be "discovered," have been identified by the council of social agencies. They include restaurants, hotels, bus stations, courts, churches, and social agencies. Referral of cases to social agencies by people at these points is encouraged.

DENVER, COLO. — Supervision of the casework service of the Denver Detention Home by the department of public welfare was brought about by assigning one of its staff as a resident caseworker in the Home. The department also works closely with the Juvenile Court and police on cases in which they are involved.

ROSCOMMON COUNTY, MICH.—Teachers in the schools make lists of children who seem uninterested in their work. These are referred to the county agent of the state welfare department who sees the parents, and when necessary and feasible takes the child to the mental clinic at the Traverse City state hospital.

LOWNDES COUNTY, GA. — When a child is picked up for any offense, the chief of police immediately notifies the county welfare director or the child welfare worker, calling her in to discuss the problem.

MUSKEGON, MICH.—The county agent of the state department of public welfare acts as chief probation officer for the Juvenile Court, handles all intake, assigns cases to the probation staff, and supervises their casework.

MADISON, WIS.—The work permit division of the board of education refers non-resident girls and boys to the Family Welfare Society for counseling service.

MIDLAND COUNTY, MICH.—A children's counselor and school attendance officer, who works closely with the police, sheriff, and boys' and girls' scoutmasters, is employed by the juvenile coordinating council.

HONOLULU, HAWAII—A special worker in the schools refers problem cases to the Child and Family Service Society for social diagnosis and treatment.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A Look at Ten Communities

An expert observer, traveling for the Children's Bureau reports at firsthand on the effect of war on youthful behavior, and on parents, homes and community services.

GENEVIEVE GABOWER

—By a consultant to the social service division of the Children's Bureau, U. S. Department of Labor. Miss Gabower's special assignment is the child with behavior problems, and she works with social agencies, juvenile courts, and police departments in developing plans and procedures. From 1936 to 1942, Miss Gabower was director of social work in the Juvenile Court of the District of Columbia.

IN AN ATTEMPT TO LEARN WHAT I could about the fire behind the smoke of publicity on juvenile delinquency, I visited ten war impacted communities during the past year. They included large industrial centers now bursting at the seams with war workers and their families, and sleepy towns that became teeming cities overnight. I interviewed some 200 persons: school superintendents, judges, probation officers, police officers, directors of councils of social agencies and community chests; administrators, supervisors, and caseworkers in public and private child welfare agencies; parents, recreation leaders, psychiatrists, psychologists, clergymen, and representatives of service clubs. I also observed children in the streets, in schools, and in places of amusement and employment.

Community Attitudes

NONE OF THE AREAS HAD BEEN PREpared for the large number of persons who moved in. Apparently neither employers nor governments foresaw that people must eat and sleep as well as work; nor that the families of industrial workers would come to live with them; nor that servicemen would be visited by relatives and friends. As large numbers of people quickly flooded small areas, alarm suddenly developed over the conditions thus created.

Every community expressed great concern over the behavior of children and young people. Boisterous boys and girls congregated on corners. Little girls of thirteen and fourteen strolled along late at night in twos and threes and sometimes even alone. Speakers, newspapers and national magazines, pressing home the fact that juvenile delinquency was increasing, often used figures without due explanation of their fallibility. Rumors were widespread. For example, one chief of police maintained that more than 65 percent of the shipyard workers in his town had FBI records, although his estimate was based on arrests made rather than on a sampling of all the people in the plants.

This general apprehension was characterized by a common tendency to blame someone else, and by a resistance to change.

Thousands of navy men had recently arrived in one northern city where an army post had been situated for years. The townspeople said, "We're used to the army. The soldiers don't make us any trouble; it's the navy that upsets things." In another seacoast city, for years accustomed to the navy, it was the shipyard workers who had changed things. In still another community, where an old army camp had been enlarged, the citizens maintained there was as yet no delinquency problem. However, they feared that their young people would be influenced by the bad example of "idle army wives," many of whom were considerably younger than the marrying age to which that community was accustomed. Old timers in communities long static disliked the new ways that came with the town's sudden growth. To many, delinquency meant any behavior differing from their own conventions as, for example, couples walking on the street with arms about each other.

Sometimes these attitudes toward newcomers produced distressing results. A printer refused to print a recreation program for the USO. Children of newcomers frequently said they could not get on with teachers or other local children because, "Father works in the war plant," or, "I live in a trailer."

As Seen by Community Agencies

MANY PEOPLE, HOWEVER, HAD BECOME more acutely aware of the situation. They no longer assumed that bad community conditions affected only children from "across the tracks." They were beginning to worry about their own children, and particularly about girls who were intrigued with the idea of associating with men in uniform.

Each community agency in close contact with young people saw the problem from a different point of view, but with equal concern.

Police and Juvenile Courts: Police and Juvenile Court reports showed an increase in girls' cases in all areas. Arrests for illegal sex relationships were mainly responsible for that increase. Police in every area told the same story. Both home girls and girls from out of town were interested in the servicemen. The increased effort to discover cases of venereal disease had led to many arrests. Some girls came expecting to marry immediately, but upon arrival found the men unwilling. Others did marry immediately, but not infrequently the husbands moved on and failed to send their new addresses. These stranded girls often remained in the town, spending much of their time loitering on the streets or in taverns.

Despite this general concern about young girls arrested on sex complaints, police records showed that the number under eighteen was actually small in proportion to the total number of girls and women arrested on this charge. But dramatic individual cases like the fourteen-year-old girl involved in a rape case and the sixteen-year-old who, during three months, was supported by several servicemen, inevitably occupied the limelight.

Boys' cases coming to the attention of the police increased in three cities, stayed about the same in five, and decreased in two. Most police officers believed the number of boys arrested was kept down because so many older boys had gone into service and others, who might have stolen because they did not have money, were now earning for themselves. Several said that the boys arrested were younger than formerly. There were, however, no conclusive figures to prove the truth of these statements.

Generally, the police saw little change in the types of acts for which boys were arrested. Stealing, still the top ranking complaint, ranged from petty pilfering in dime stores to taking valuable articles from warehouses and homes. Several judges expressed the opinion that boys' acts were more serious than they used to be, although one referee pointed out that now the less serious cases were being dealt with by social agencies and did not come to the court.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Social Agencies: The opinion in public and private social agencies was that unsatisfactory behavior had increased, although in some instances the number of their own service cases had not. When financial aid was not needed, people did not come to agencies so readily for help with other problems. Social workers were finding more sex problems in both their old and new cases of girls, but did not know whether this reflected an increase in such problems or merely an increased awareness, sharpened by the current publicity. The anticipated increase in cases of unmarried mothers had not taken place. In fact, a decrease was reported by some agencies. A two-fold explanation by one executive was that people now had money with which to pay for confinement or that more girls were marrying young.

Many social agencies had more cases of runaway children, truants from school, and adolescents staying out late at night. In one area where employment opportunities had recently opened up, many new workers came to the city without their children. Later they wanted their children near them but, unable to find housing accommodations, they sought foster home placement for them. Recreation agencies reported restlessness among children, instances of unwise expenditure of money, and desire for exciting forms of entertainment.

Schools: Everywhere school people were concerned about an increase in restlessness, irregular attendance, tardiness, and a tendency to drop out of school.

It was generally agreed that the most restless group was the older boys, soon to be called into the armed forces. Some school people observed, however, that in general, children were applying themselves more seriously to their lessons. The content of courses was keenly scrutinized for later utility in military service or employment.

Irregular attendance and tardiness were common. Children were left to themselves to awaken, prepare breakfast, and get to school. Older children were kept at home to care for younger brothers and sisters while their mothers worked. Still others were kept out to take trips with their parents or to visit relatives. For many it was the first time the family income had allowed such expenditures.

Total school enrolment remained about the same. Elementary school enrolment generally grew with the rise in population, but these increases were balanced by a loss in enrolment of older children dropping out of school to take jobs. One exception was a Negro high school where enrolment was larger than ever before. It was said that Negro families had more money than formerly and were no longer keeping their children from school for economic reasons.

Important Factors

IN ALL THESE COMMUNITIES FOUR major factors stood out as intensifying the problems confronting children: lack of parental supervision, inadequate housing, school shortages of space and teachers, employment.

Lack of Parental Supervision: More than a fourth of the persons interviewed agreed that there had been a general lessening of parental supervision. The cases of James and Marie are typical. James, aged ten, was taken to court for stealing. When found, he had been away from home for three days without either parent's knowing it. The mother worked on a day shift, the father on a night shift, and each thought the other knew the child's whereabouts. In another family, Marie, aged five, the oldest of three children, was found by neighbors trying to make toast for the others over an open-flame oil stove.

People in each area had noticed that the employment of large numbers of women in industry was accompanied by an increase in children's absences from school and in the cases of neglect received by various agencies. Anyone who has observed the tired, nodding women in packed buses traveling long distances from work at the end of day, can sense their fatigue and readily believe that some mothers are unable either before or after work to plan and care for their children and to give them attention and direction.

Inadequate Housing: All the areas visited lacked housing facilities. Children and young people were crowded at school, at home, and at work. Newcomers employed in shipyards and industrial plants usually moved into already overcrowded sections of the city or lived in trailer camps. Frequently houses were in poor repair.

(Continued on page 90)

The Ten Cities

Birmingham, Ala.—Pittsburgh of the South, with steel mills going night and day to fill war orders, the city numbers among its newcomers many persons from desolate rural counties who are experiencing city life for the first time.

Cleveland, Ohio—In this great industrial center the normal metropolitan population of more than 1,000,000, including people of innumerable nationality backgrounds, has been so swollen by in-migration that the War Manpower Commission has had to ask employers to turn down job applicants not already settled in the city.

Columbus, Ga.—Seven miles from this, the South's second largest cotton textile manufacturing center, where approximately two thirds of the people work in mills, lies one of the country's biggest army camps with a population somewhat larger than the town itself attracting the usual proportion of camp followers of every description.

Detroit, Mich.—With its famous automobile plants producing vital war equipment, this huge magnet for industrial workers has attracted swarms of people of widely diverse backgrounds. Social tensions have already snapped once, letting loose all the ugly violence of racial hatred.

Gary, Ind.—Approximately 15 percent of the mill workers are women in this steel center, which, though less than half a century old, contains more than 110,000 people. Something like 600 steel workers are sixteen and seventeen-year-old boys whose first jobs are bringing them $30 to $40 a week.

Jacksonville, Fla.—Seaport and nearest metropolis to numerous army and navy centers, this city early in the defense era found its social resources inadequate to meet overcrowding, camp following, and concomitant confusion.

Mobile, Ala.—This Gulf port, in the heart of the "easy-going" South, now seethes with shipbuilding and naval activity. With a population that has more than doubled in less than two years the community has had acute attacks of social growing pains.

Portland, Me.—Never replete with social facilities, this city of some 100,000 people found itself in a state of almost helpless confusion when, turned suddenly into a shipbuilding center and naval depot, it became jammed with migrant war workers and sailors on leave.

San Antonio, Tex.—The newcomers who have nearly doubled the population of this old Spanish city, with its sharp contrasts of beauty and squalor, are made up almost entirely of people come to work at the surrounding army training stations or to be near their soldier relatives.

Sparta, Wis.—Normally a quiet village of 6,500 people, this town saw its population jump to 11,000. Meanwhile a nearby army post swelled to many times its former size, bringing the fairly homogeneous townspeople the problem of learning to understand men of different racial backgrounds from their own.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Children stay in the movies rather than go home to empty houses

A nursery school playground keeps youngsters out of trouble

"CHILDREN OF MARS"
RKO-Radio Pictures, Inc.
"This is America" Series
Playing time, 20 minutes

Teen-agers have harmless fun in a supervised night club of their own

Documente

Concern over what
dren and adolesce
motion picture co
of the social facto

A neighborhood gang of boys thinks up trouble in a shack hang-out

School facilities available all day offer constructive activities

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

In trailer town, even fair weather playing space is drab and meager

Obscene books sold by unscrupulous shopkeepers fascinate adolescents

the Movies

ing to American chil-
has prompted three
become interpreters
ter into delinquency

An adventure begun in light-hearted irresponsibility ends in tragedy

Three scenes from
"YOUTH IN CRISIS"
March of Time
Playing time, 19 minutes

Young people involved in serious trouble appear in Juvenile Court

A scene from
"WHERE ARE
YOUR
CHILDREN"
Monogram Pictures
Feature length story with plot

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

(Continued from page 87)

Typical of conditions was one street called Riverside Drive—a winding, rutted road of red clay dust overlooking a muddy river. On either side of the road, but a few feet apart, were rows of gray one-story frame houses, each identical with the next, with three rooms apiece, one behind the other. Each house usually held two families. A bed could be seen from each open, unscreened front door. The houses had never known paint nor the yards planting. Children idled or played in yards scattered with garbage, mostly watermelon rinds, and a few clumps of grass. Ragged laundry was slung over fences and broken down porch rails. The only bright spots were a few sturdy zinnias growing in the clay banks, or a few petunias blooming in battered lard cans set out on the worn porch steps. For these "dwellings" the inhabitants were paying from 40 to 50 percent of their income.

Many houses had someone sleeping in them at all hours of the day. Thus children were prevented from normal indoor play and were driven into the streets. Teen-age army wives, with newborn babies, lived in single bedrooms, where they slept, prepared their food, did their laundry, and cared for the babies. In one house thirty-five girls were sharing the use of one bath. In another, five married couples and a single girl were occupying one room in which there were five double beds and a cot.

School Shortages: In many areas visited, school equipment had not kept pace with the increases in elementary school enrolment. This resulted in children being out of school entirely, in overcrowding within school, and in two-session days. One school had stopped accepting children shortly after the opening of the term because of insufficient buildings, teachers, and equipment.

The wartime teacher turnover also was a serious problem. One fourth of the positions were vacant at the close of the school year in one school, and in another a school psychologist attributed the unruliness of a class to the absence of its regular teacher and the use of a series of substitutes. Teachers of mathematics, chemistry, and the physical sciences were hard to find; and one school had to close its vocational shops because teachers were not available.

In addition to the task of handling larger classes, most teachers were assuming other duties. Many were assisting with the issuance of ration books. Some were working on the 4 to 8 P.M. and 8 to 12 P.M. shifts in war plants. Ill effects were not always apparent, but one school official feared the teachers' fatigue would later react unfavorably on the children.

Employment of Children: Everywhere I found children leaving school to take employment. Others were working part time while carrying full school programs. In one area work permits issued in 1942 had increased more than 300 percent over 1940. In a high school in an upper income neighborhood 800, or 21 percent of the 3,800 young people enrolled, were employed.

A variety of jobs, some apparently unregulated and others for which regulations recently had been relaxed, attracted children and young people. Small boys with shoe-shining boxes were seen on the streets at any hour of the day and until late at night; children as young as nine or ten were getting out of bed at two o'clock in the morning, to be picked up by trucks and taken to army camps about eight miles away to sell papers; a bill was pending in a legislature to reduce the minimum age for selling newspapers from thirteen to eleven years.

In one city, steel mills had reduced their employment age from eighteen to sixteen, and 600 boys were working full or part time. The hours of some who worked in war plants were from 4 to 10 P.M. or 3 to 11 P.M., or sometimes until early morning. Setting up pins in bowling alleys was one of the occupations that most frequently kept children up until late hours. In one area, fifty children were found working at such jobs until three o'clock in the morning, with one alley providing beds on the premises. Girls from twelve to fifteen years of age were working in dime stores, drugstores, and restaurants on various shifts, and many had "graduated" from such employment to jobs in honky-tonks or in restaurants where liquor was sold.

Many children were engaged in work that was a poor substitute for continued schooling or that threatened their health or general welfare. School superintendents pointed out that children with aptitudes making for success in skilled occupations and professions, were leaving school for routine jobs. Many would probably never return for further training. Young workers were developing poor work habits, changing jobs frequently, because they were "not near enough to the war effort"; or "the job was too far from home"; or "the work was too dirty"; or they "didn't like the boss"; or they were "not making enough money."

Frequently work thrust upon young persons more responsibility for their own behavior than they were able to manage. Such was the case of Jane, a fourteen-year-old girl whose employer had failed to verify her age. After a few days work in a restaurant she was reported missing. It was learned she had left work one night at eleven-thirty with older girls who took her to some "joints." Six weeks later she was picked up intoxicated at 4 A.M. She acknowledged having had sex relations with a number of men whose names she could not remember.

Inadequacy of Resources

NO COMMUNITY VISITED HAD ALL THE social services needed to meet the problems it was facing. There had never been enough, but the seriousness of some of the present problems and the immediate attention required by others highlighted the inadequacies. Staff shortages were general and agencies were unable to fill vacancies, to say nothing of making staff additions.

Police in most areas were completely occupied with emergency calls and had little time for preventive work. In two areas police officers frankly admitted that they could go out any night and round up a crowd of young people actually violating the law, but, they added: "What shall we do with them after we bring them in? There's no one to take care of them." Many children were detained because social services were not available to arrange for their return to their own homes, or for care elsewhere. Some of the special detention facilities were far from desirable.

In five areas girls and boys were held in jails and police stations, in cells or cell blocks intended for adults. They were either alone or crowded in with many older and more experienced men or women. At eight o'clock one morning when I visited one jail, nine girls, ranging in age from eleven to sixteen years, were leaning against the wall shivering. There was no heat, although it was early March. The only furnishings in the room were six filthy, thin mattresses on the damp floor.

The shortage of medical care was heightened by the emphasis placed on detecting venereal disease. Frequently, after arrest, girls were transferred from the police to medical authorities and held in detention for examination. Generally, physical examinations were made once or twice a week. As several days must elapse before the results of the examinations are determined, girls, subsequently found to be noninfectious, were known to have been held at least ten days before release.

Courts were hard pressed. Two juvenile judges had gone into military service and were being replaced by substitutes. Another judge worried: "The police tell me they're going to bring in a crowd of

(Continued on page 104)

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

What Do We Know About Delinquency?

Here two outstanding criminologists show what we must learn and do if we are to understand and prevent the warping of young personalities.

SHELDON AND ELEANOR GLUECK

—By the professor of criminology in the Harvard Law School, and his wife who is his research assistant. Their studies of delinquents, made under the Institute of Criminal Law at Harvard, are classics in the field: "Five Hundred Criminal Careers" (1930); "Five Hundred Delinquent Women" (1934); "One Thousand Juvenile Delinquents" (1934); "Later Criminal Careers" (1937); "Juvenile Delinquents Grown Up" (1940).

CHARACTERISTIC OF PRESENT CONCERN over the rising tide of juvenile delinquency is the blame placed by proponents of various theories and viewpoints on the church, the home, the factory, the economic system, the non-correcting correctional system, the war, and the like. They point to empty churches, broken homes, parental neglect, cheap commercialized recreation, sex-stimulating movies, the great mobility of population, illiteracy, malnutrition, feeblemindedness, mental disease, glandular imbalance, bad eyesight, infected teeth—in fact to the whole gamut of the "kingdom of evils."

Each stresses his particular "cause" of misconduct. In times of economic depression, some point to low income as a cause, while in times of high wages, as at present, others find the cause in the fact that people have more money than they know how to spend.

War Stresses and Strains

THESE DIFFERENT EXPLANATIONS FREQUENTLY are accompanied by astonishment at the increase in juvenile and adolescent crime. Actually, it was inevitable that props to "good behavior," already wobbly in our times, would be further weakened by the social stresses and strains resulting from the war. Today, children see, hear, and read of violence all about them. The toys they play with are in imitation of lethal weapons. Aggression and sex are featured in their entertainment. In the face of such conditions it is extremely difficult for young people to develop any sound conception of "law and order," or of "decency."

The fact that many parents, teachers, and others have failed to instruct and condition youngsters in the law abiding management of their natural impulses makes this even more difficult. The war, for example, has brought on a great increase in sexual license among youth, rationalized in part by the claim of "patriotic duty." This mismanagement of the sexual impulse would not be so widespread if the same conduct were not so apparent among adults. A vicious circle making for future delinquency has been set up that will be hard to break, for part of our next generation of children will grow up in families founded on the shaky structure of today's promiscuity.

Thus, while we now know enough about the causes of delinquency to be sure that war brings an inevitable increase in antisocial behavior, we also know that many of the underlying causes are as yet undetermined. Much current confusion about "what to do" stems from a too ready acceptance of superficial "causes"—or of particular "causes" artificially isolated from the combination of root forces that generate crime. Proposals for cure, based on such superficial assumptions of causation are merely guesswork, or a special pleading for some program.

Complicating Factors

TO BE SURE, CAREFUL STUDIES OF THE careers of juvenile delinquents reveal that they are usually accompanied by all of the evil conditions which society, through its neglect and shortsightedness, has permitted to develop and spread. But the mere presence of these factors tells us little. This same tempestuous sea of economic dependency, bad housing, inadequate recreation and health facilities, will throw one child on the rocky shores of criminalism and another on the pleasant fields of wholesome and happy citizenship. The serious cases of delinquency, about which we are here concerned, permit of no easy explanation.

Criminology is as yet a very young discipline, dependent for its growth upon a very much greater development of its supporting sciences of medicine, psychiatry, psychology, anthropology, and sociology. It does not pretend to have all the answers. The respective weights and position of different factors that cause delinquency, much less their permutations and combinations, have as yet hardly been delineated. A recognition of this fact is a first essential in building our practical programs for prevention. To pretend to know more than we actually do know is unsound and makes for confusion.

However, when we examine all of the seemingly contradictory explanations of the causes of delinquency we find that they do have one common denominator. That is in the inability of the child to meet the obligations or temptations of a particular situation without resorting to violation of the criminal law. As we recognize that common denominator, moreover, we find that we know a number of very fundamental things that help us understand its nature.

A Few Things We Know

1. "Human behavior" is the product of a continuous and dynamic interplay between the human organism and its environment.

2. This interplay necessitates constant adaptations to the prohibitions and conventions imposed by society.

3. For many, these adaptations are becoming increasingly difficult.

4. Children are not born with a tendency to law-abidingness. The opposite is more nearly true. Only by hard and continuous effort will they succeed in conducting themselves in conformity with standards set by the law, home, school, and church.

5. Some youngsters are relatively impervious to deleterious influences. Others are easily affected by them. Some are mentally tough skinned. Others have a porous mental skin and a resilient conscience.

6. All humans—children and adults—have a breaking point at which the demands of legally organized society could prove too strong for their inhibitory mechanism. Many, however, never reach that extremity.

What We Need to Learn

THE AUTHORS OF THIS ARTICLE ARE now engaged in research which they hope will make some contribution to a scientific explanation of why different children react so differently to the same broad environmental influences. Here is the key to an understanding of the causation of delinquency which will give us a more precise guide for planning.

We need to know just how factors in the environment are transformed into the

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

mental food which motivates wrongdoing. We need to bridge the gap between the outer and inner world of children. We need to demonstrate the interplay of biologic tendencies and social forces; the combination of causes which create delinquency at a particular time. Such research calls for a painstakingly careful comparison between factors in the careers of a large sample of delinquents and an equally large control group of non-delinquents. Its ultimate objective will be to establish the patterns of factors and interplays which almost inevitably make for delinquency and crime.

Research in this direction should enable preventive programs to bear richer fruit—just as medical research into the causes of disease has steadily enriched the applied programs of disease prevention. With a surer knowledge of causes, these programs can better be focused on the things that must be remedied, instead of expended on factors which only seem to be causal or which are causal only when combined with other factors. Practical programs can be more clearly directed towards needed modification in our social institutions—schools, home, and church. The people in these institutions will know better how to give children the guidance and direction that they need. Prophylactic and remedial services for delinquents can be provided with greater assurance.

Much Can Be Done Now

THE FACT THAT SCIENTIFIC KNOWLedge of the causes of delinquency is incomplete should not discourage practical efforts to do something about the present situation.

On the contrary, long experience in the field of preventive medicine teaches us that much good can be accomplished before causal problems are solved. Edward Jenner's discovery of smallpox vaccination in 1798 has given us a method for controlling that disease, even though the specific cause of smallpox is still not definitely established. Quinine was used by the Peruvian Indians to treat fever before Cinchona bark was brought to Europe by the Jesuits, and Sydenham discovered that malaria responded to its use while non-malarial fevers did not. The actual cause of malaria was not known until 250 years later when the French army surgeon, Laveran, in 1880 discovered and described the malarial parasites in the red blood cells. To cite still another example, the discovery by a commission of the United States Army that yellow fever is transmitted by a species of the mosquito resulted in the virtual eradication of that disease from the world, although its exact cause remains unknown to this day.

On the other hand, there are certain diseases in which the etiologic agents and epidemiologic factors are quite well known—gonorrhea and syphilis, for example—yet control and eradication are still far from complete.

The public health approach to the control of diseases, the causes of which are not clearly established, suggests several principles that are quite applicable to crime prevention. Take influenza, for example. So far, medical science has been unable to isolate an influenza "germ." Public health teaches therefore:

Adopt measures that *seem* to promise control of its spread—"boil drinking water, keep away from crowds, call in a physician even at the first sign of what looks like a simple cold," and so on.

Make plans which are systematic, widespread and comprehensive, rather than haphazard or limited to only one device.

Do not assume, or let the public assume, that palliative measures will result in a large scale prevention of the disease.

Continually check up on the effectiveness of the program.

Measuring Rods

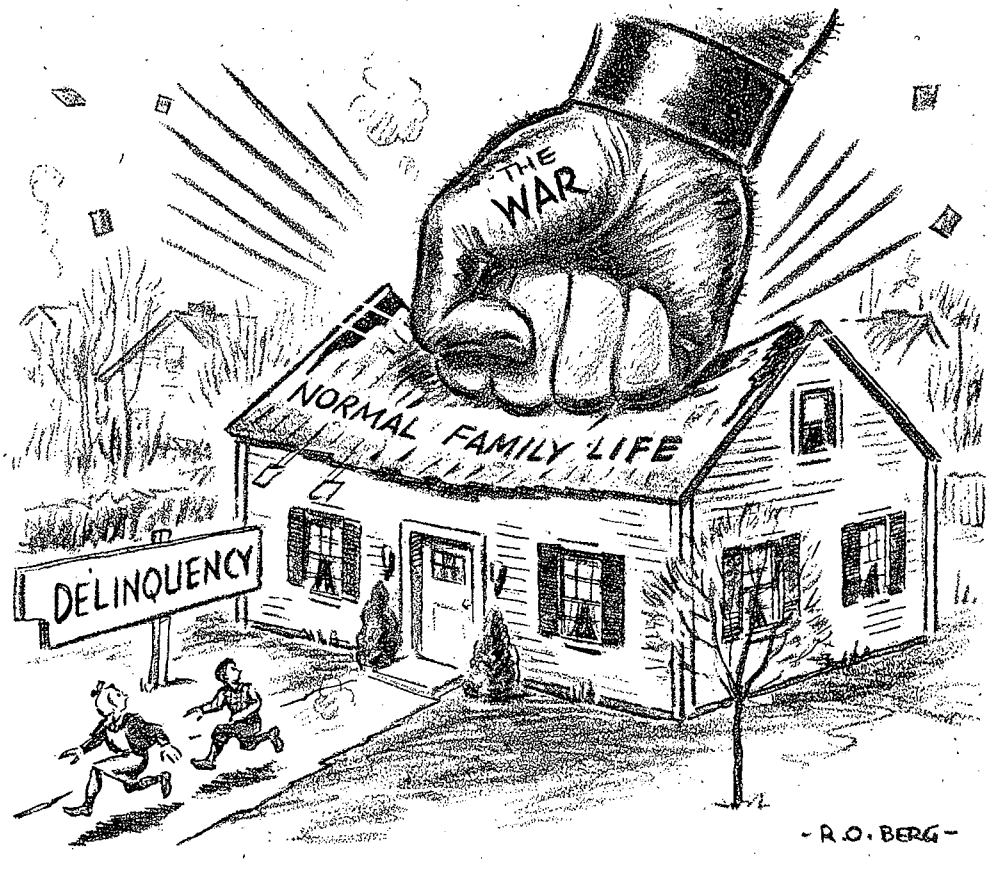
IN THE SAME WAY WE ARE WARranted in adopting measures for the control of juvenile deliquency that seem to give promise of controlling it, so long as we make no unwarranted assumptions and honestly and persistently check our results. It would seem that better housing, higher standards of living, more imaginative schools, better recreational facilities, ought to relieve some of the pressures which make for juvenile maladjustment. A soundly organized welfare program ought to catch in its net children in danger of overstepping the bounds of socially acceptable behavior. The support and aid of those services ought to counteract some of that danger.

Moreover, even our limited scientific knowledge of the factors that make for delinquency gives us two clues that should help us plan and evaluate our delinquency prevention programs.

First of all, we know that in our highly complex society children must form strong habits of self-management in order to control their basic instincts and early acquired dynamic impulses, in a law-abiding fashion. We also know that these instincts need opportunity for outlets through attractive and socially harmless (if not socially constructive) channels. Therefore one test to put to our preventive programs is this: *Do they adequately provide for the training of the emotional-impulsive aspects of the personality from birth to adult maturity?*

This is the great challenge today to educators, clergy, mental hygienists, youth leaders, and all others who guide youth. It is essentially an educational problem. But it is not educational in the superficial sense of cramming the three R's or other miscellaneous information into the unwilling mind of the child. Nor is it education in "free expression." Children need no training in giving vent to their de-

(Continued on page 103



PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Federal and State Action

What government is doing—federal, state, and local—and what more it should do to assure the new generation protection and opportunity.

KATHARINE F. LENROOT

—By the Chief of the Children's Bureau, U. S. Department of Labor. A graduate of the University of Wisconsin, Miss Lenroot went to the Children's Bureau in 1915, where she served under her two predecessors in her present post, Julia Lathrop and Grace Abbott. Miss Lenroot was president of the National Conference of Social Work in 1935, executive secretary of the 1940 White House Conference on Children in a Democracy.

WARTIME JUVENILE DELINQUENCY registers our failure to meet the needs of children and youth. This failure is so serious that not only local communities but state and federal governments must each play an important role in assuring for every new generation that fair chance in life which is the essence of democracy.

Such delinquency is largely a result of serious breakdown in family security and parental guidance—but also in safeguards and services, public and private. Services to children and youth are primarily functions of the *local community*.

The *state*, under our form of government, has legal powers to provide such safeguards as may be necessary to protect all children and to intervene in behalf of children lacking adequate parental care. Moreover, it can stimulate and further community programs and carry on such direct services as it can best provide.

Efforts of the *federal* government are directed primarily toward encouraging and reinforcing states and communities.

This is not as cumbersome a system as it sounds. To the contrary, it has proved a flexible working scheme especially suitable under a republican form of government—so long as there is initiative at the local level, and concern at state and federal capitals that discharges itself in responsible action.

The connecting link—or rather the stimulating current that makes it a going concern nationally—is the system of grants-in-aid by the federal government, and also by the states in growing numbers, through which our united resources are brought to bear at points of need. A great crisis not only reveals the gaps and weaknesses in such a decentralized system—but can be the means for setting it going in high, especially if public concern is roused generally.

Evidence and Urgency

THAT IS CLEARLY THE CASE IN THE outcropping of juvenile delinquency in wartime. The front pages of newspapers in every part of the country are not exactly mute testimony to its liveness. Our federal Children's Bureau studies in ten characteristic American centers bore witness not merely to the breakdown of ordinary provisions, but to mounting local feeling. What was done methodically in fact gathering, gave place to an extraordinary, countrywide, and all but spontaneous outpouring of evidence and urgency at the hearings in Washington last November, before a Senate committee under the chairmanship of Senator Claude Pepper of Florida.*

It will again be necessary for the friends of American childhood to make their weight felt in constructive legislation, for added provision for grants to states is needed if the country is to face and meet its wartime responsibilities for the welfare of children.

First, the public assistance provisions of the Social Security Act should be strengthened so as to reach more children and provide more adequate benefits. Such a move would be an important preventive of juvenile delinquency.

Second, the foundation of services already laid under Title V of the Social Security Act, for children in need of care, protection, and training, whether or not living in families suffering from economic need, should be extended to all areas of the country as soon as possible, and broadened in scope.

Third, federal participation in financing care for children of employed mothers should be put on a grant-in-aid basis, and should help to support a broad range of services, including information and advice for mothers, nursery schools and extended school programs, day care centers, and foster home care.

It is a charge on those of us who have studied the situation and followed the steps to date to share with others our convictions as to the caliber and urgency of the legislation called for. Action should be taken *this* year, for the needs of children cannot wait.

Federal grants-in-aid, with their standards and incentives, have demonstrated their worth during the last thirty years in integrating a national program with the range of state and community services; in stimulating citizen participation; and in encouraging state and local responsibility for administering soundly and sharing in the cost. No other form of federal financing is so well adapted to achieve these ends.

Nonetheless, in spite of these advances, we know that inadequate federal provisions for developing services for the children of working mothers are directly related to the increase in juvenile delinquency. In a long range sense, our failure to provide federal assistance to states for general educational purposes is part of the same picture—assistance that would assure real schooling for every child in the country. A specific factor contributing to juvenile delinquency has been the War Production Board's policy, under the pressure of military needs, with respect to the allocation of material to construct additional classrooms in communities where population has mushroomed under war conditions. This policy has required 200 percent use of school buildings, which means severe overcrowding, half-day sessions, or both.

Expansion of educational guidance, mental hygiene service, and visiting teacher work is indicated. Medical social service in public health and hospital care programs should be generally available. All these services have an important relation to the prevention and control of juvenile delinquency.

A Seven-Point Program

THERE IS NEED, BEYOND ALL PERADventure, for the immediate expansion of children's services through state and local public welfare departments, partly financed under Title V of the Social Security Act. Some 400 counties or other local areas, of which about 70 are war-affected, now have such services. These reach directly about 40,000 children each year, approximately 40 percent of them living in their own homes. Other counties have child welfare workers paid wholly from state or local funds. As part of this program, twelve states this year have made special provision for the study and prevention of juvenile delinquency, and eleven states have special state con-

* As this issue goes to press these hearings are being resumed in Washington.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

sultants in juvenile delinquency problems, or special workers assigned to state training schools for delinquent children.

A broadened program of federal aid permitting the expansion of state and local services for children, which will reach every county and town in the United States, should include:

1. Individual guidance for maladjusted children, developed in cooperation with police, courts, schools, and other community agencies.

2. Assistance to coordinating and planning bodies.

3. Advisory service in relating recreational and leisure time programs to individual needs.

4. Cooperation with state labor departments and other state and local agencies in the supervision and protection of employed youth, particularly in the amusement and refreshment industries.

5. Operation in areas where they are not now available, of facilities for temporary care of children, chiefly through boarding homes.

6. Cooperation with state and local training schools and other institutions in the rehabilitation of minors found to be delinquent or in need of public protection and care.

7. Assistance in developing resources to train personnel for child welfare work and for children's services in police departments.

Team Play at Washington

THE OFFICE OF COMMUNITY WAR Services is the federal coordinating agency for wartime efforts affecting the health and welfare of all civilians. Under its auspices, information has been assembled concerning the work of each federal agency dealing with juvenile delinquency or seeking to safeguard youth, and concerning the problems and programs of individual communities. Staff conferences and special committees in Washington and in the regional offices explore trends and developments. Close contact is maintained between agencies serving children and those concerned with housing, manpower, agriculture, public works, military service, and with nationwide private organizations.

Cooperation calls for direct interagency action, and is stimulated by a general coordinating program of this sort. Genuine progress in such cooperation has been achieved during the war, though much remains to be accomplished. One of the suggestions made at the recent hearings before the Senate committee was that a new coordinating body be set up to deal especially with delinquency. In the opinion of the writer, such new machinery is not needed. Rather, the work of existing agencies and of the Office of Community War Services should be strengthened and more amply financed.

To help crystallize opinion and policy, a Commission on Children in Wartime was set up by the Children's Bureau in the spring of 1942. This commission adopted a Children's Charter and has worked out suggestions for state and local action. Through the Commission and through advisory committees and special conferences, the programs and policies of the federal government and cooperating state agencies are brought into close relation with the activities of nationwide private organizations that in turn influence state and local programs.

The Role of the States

A STATE'S PART IN DEALING WITH DElinquency is inherent in its responsibility to safeguard the rights of children and to provide opportunities for their health and education, their welfare and pursuit of happiness. The chief state agencies concerned are the departments of health, education, labor, and public welfare. There are few state agencies for recreation, though as a wartime measure many states have set up recreation committees.

The states have major responsibility for providing legal safeguards for children. For long, they have undertaken the care and treatment of children who cannot receive specialized care in local areas—such as the blind, the deaf, the mentally deficient. All states have accepted responsibility for delinquent children and provide training schools for them. But in many instances these institutions need to be modernized and integrated more closely with state and community welfare and educational services. State institutions for the mentally deficient should be part of comprehensive statewide programs which include provisions not only for care and training but for supervision of those in the community whose handicaps and behavior may be a threat to others—especially to juveniles.

State agencies also develop standards, and give advisory service to child-caring institutions, agencies, boarding homes, and other types of activities which bear on juvenile delinquency, and are subject in some measure to state supervision. These state services should be greatly strengthened.

Experience proves that state aid to local units of government to stimulate, support, and reinforce services to children (supplemented when necessary by federal aid) is the most effective way to safeguard them the country over. Aid to dependent children, assisted by federal and state funds, is now established in nearly all the states. At present, such aid fails to reach all children needing it, and is usually inadequate in amount. To extend and liberalize this plan, both through federal and state legislation and administrative action, would improve the conditions surrounding the least secure children and thus again help prevent delinquency.

Similarly, we should extend and improve child welfare services for girls and boys who are handicapped in their physical or mental development or in their home, school, and community relationships, or who need foster care. This is possible only with state assistance to the local communities, and that in turn with federal grants-in-aid to the states.

Responsibility for state services to children is usually divided among several state departments. These often function with little interchange of experience or joint planning. Some opportunity to view the needs of children as a whole and to bring specialized departments and agencies into a closer working relationship were afforded by state commissions for the study and revision of children's laws during and after the first World War. State councils were organized in some states after the 1930 White House Conference on Child Health and Protection; and state White House Conference follow-up programs were developed after the 1940 conference. But as a rule these state organizations have lacked resources for essential staff and equipment.

Statewide Coordination

THE WAR SOON EMPHASIZED THE need for more comprehensive and efficient state planning and the new state councils of defense afforded a channel for it. In August 1942, the Children's Bureau's Commission on Children in Wartime suggested "A Program of State Action," and recommended that responsibility for planning, coordination, and leadership be fixed in some representative state group, preferably by a committee or subcommittee of such a state council.

The federal Office of Civilian Defense helped stimulate the formation of these committees which now exist, with broad programs, in at least a third of the states. Some have stirred interest in problems of delinquency and supplied leadership in developing programs of control. Among the states in which active work of this kind is going forward under state defense councils are Alabama, Connecticut, Florida, Indiana, New Jersey, Ohio, South Carolina, and Washington.

In Michigan, a Youth Guidance Committee has been appointed by the governor, following a statewide study of delinquency which he initiated. Similar committees have been appointed by the governors of Massachusetts and Oregon. The Kansas

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Council for Children, which is a White House Conference follow-up committee, has a section on delinquency, which the governor recently requested to serve as the defense council's committee on children in wartime. But few states have sufficiently staffed these wartime committees, and without staff it has been difficult to go beyond planning and get results. It is important, too, that all state planning for juvenile delinquency control should be developed as part of or closely related to the general planning of the state for its children and youth.

Recruitment and Trained Personnel

THE INNER STRENGTH OF AN AGENCY is as important as its team play with other agencies, and this hangs on staff. Wartime shortage of man and womanpower has naturally affected the personnel needed to handle educational, health, and social welfare programs. This need has been recognized in the teacher training provisions of the vocational education acts and in bills before Congress providing aid for general elementary and secondary education. Meanwhile, educational leave for professional study has been provided under the public assistance and child welfare programs authorized by the Social Security Act. The United States Public Health Service has taken the lead in training physicians and nurses for public health work.

Although public welfare programs have had to be curtailed in many instances because of lack of trained personnel, proposals for special federal appropriations for training social and recreational workers for wartime needs have still to be adopted.

With the best spirit of team work, the most admirable of human material, our loose jointed scheme of federal, state and local collaboration could scarcely have functioned before the days of postal systems and railroads, in such complex fields as health, education, and welfare. The system has still a long way to go in coverage and content, but every advance from the telegraph to radio and movies makes its work more feasible.

Spreading the Facts

THE IMPORTANCE OF WIDESPREAD information about the growth and development of the nation's children was recognized more than thirty years ago when Congress created the Children's Bureau. Through many avenues the Bureau has gathered and given out data showing the conditions in which children live, the impact upon them of major emergencies such as depression and war, and the services provided for the health, protection, and well-being of the oncoming generation.

Thus today, information for the Bu-

(Continued on page 105)

These Federal Agencies Serve Children

Their Resources are Available to States and Local Communities

U. S. DEPARTMENT OF LABOR: CHILDREN'S BUREAU, Katharine F. Lenroot, *Chief*

Provides suggestions, outlines, and standards for use by committees in general planning for children, and in dealing with problems of child care, youth employment and juvenile delinquency. Has regional consultants who work with state agencies. Also specialists in child health, child labor, recreation, juvenile delinquency, child placement, and care of unmarried mothers.

◆ ◆ ◆

FEDERAL SECURITY AGENCY
Paul V. McNutt, *Administrator*

OFFICE OF EDUCATION, John W. Studebaker, *Commissioner of Education*

Advises about school problems, including program adjustment, clinical procedure for handling children's behavior problems, methods of instruction for people with special needs. Serves day, residential, and training schools for juvenile delinquents.

SOCIAL SECURITY BOARD: Bureau of Public Assistance, Jane M. Hoey, *Director*

Concerned with the problem of maintaining normal family life for children deprived of parental support—especially for the approximately 800,000 children living with parents or relatives who can receive cash payments under the aid to dependent children provisions of the Social Security Act. Regional staff assists states in developing their provisons for such children.

U. S. PUBLIC HEALTH SERVICE, Thomas Parran, *Surgeon General*

Gives technical and financial assistance to state and local health departments in meeting community health problems.

OFFICE OF COMMUNITY WAR SERVICES, Mark A. McCloskey, *Director*

Is the federal coordinating agency for wartime problems affecting the health and welfare of the civilian population, including children. Under its auspices, information has been assembled concerning the work of each of the federal government agencies concerned with juvenile delinquency and safeguards for youth.

OCWS—RECREATION DIVISION, Sherwood Gates, *Director*

Through seventy field representatives advises communities on meeting recreation needs through best use of facilities, services, funds, and training of leaders. Provides exchange of experience through bulletins and pamphlets. Assists communities in securing federal funds in war impact areas where local resources are not sufficient.

OCWS—SOCIAL PROTECTION DIVISON, Eliot Ness, *Director*

Assists local communities through a field staff of forty people in repressing prostitution and preventing sexual promiscuity. Works in close cooperation with army, navy, health officers, law enforcement officers, and other interested groups.

◆ ◆ ◆

DEPARTMENT OF JUSTICE, Francis Biddle, *Attorney General*

Concerned with crime prevention. Through the Federal Bureau of Investigation and the Federal Bureau of Prisons, protects local communities from the depredations of federal law violators and from individuals or groups who seek to disrupt the war effort.

UNITED STATES COURTS—U. S. PROBATION SYSTEM, Richard A. Chappell, *Chief*

Investigates social background and advises courts on the treatment of youthful offenders coming before the federal courts.

◆ ◆ ◆

WAR MANPOWER COMMISSION, Paul V. McNutt, *Chairman*

Cooperates with the federal Children's Bureau and the Office of Education in developing standards for part time school and work programs. Through the U. S. Employment Service makes contacts with employers to determine job requirements and examine working conditions offered.

WAR RELOCATION AUTHORITY, D. S. Myer, *Director*

Responsible for the relocation, maintenance and supervision of persons removed from designated areas in the interest of national security.

Summarized from a forthcoming publication, "Citizens of Tomorrow, A Wartime Challenge to Community Action." Office of Community War Services, Federal Security Agency, Washington, D. C.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Here in Washington . . .

By Rilla Schroeder

PRESIDENT ROOSEVELT'S TROUBLES WITH THE SEVENTY-EIGHTH CONGRESS HAD TO come to a head sometime, and the tax bill became a ripe occasion. Those who felt the President's veto message an insult to Congress are matched by those who felt the emasculated bill itself was an affront to the American people.

Senator Barkley and others spoke as though the President had no right to veto a tax bill. Admittedly it was unusual, but there is nothing in the Constitution making a revenue measure sacrosanct. If the President did not like the bill it was his right and duty to say so, in language that would get his reasons across to the public—the vast majority of whom had never read the bill.

Take his most controversial phrase in the light of the "freezing" of the Social Security tax at its present low level. When, for heaven's sake, are we to find so likely a time as this to raise that tax to the point where reserves might be built up to carry the weight of the insurance program as provided by the original legislation? Congress intended the tax to be raised sometime, and this would seem to be the ideal spot. The failure of this Congress to act can have only one explanation, and the President seems to have put his finger on it in making clear that this easing of the tax burden was not in the interest of the "needy."

In attacking the veto message, neither Senator Barkley nor anyone else has attempted to make more than a weak defense of the bill itself.

✦ ✦ ✦

THE THOMAS BILL ON VETERANS education is on the Senate calendar and should come up for a vote in the near future. Senator Thomas is waiting for the opportune moment. On the House side, hearings are under way on the Barden bill which is similar although not identical to the Thomas measure. The passage of both is practically a certainty. The differences will be ironed out in conference.

✦ ✦ ✦

IN HIS ANNUAL REPORT, SECRETARY of the Interior Ickes announced that his department has blueprinted a vast public works program, much of which could be put into effect within thirty days after demobilization.

The program includes power and irrigation projects which would give work immediately to about 480,000 discharged veterans or ex-war workers and keep them reasonably busy for at least three years. The projects, when completed, would open farm settlement opportunities for 165,000 families.

✦ ✦ ✦

PAUL V. MCNUTT, FEDERAL SECURITY director, has asked Congress to appropriate $50,000,000 a year to provide school lunches. The request went up to the Hill in a letter accompanying his budget estimates for the Office of Education, and the program, if approved, would be administered by that agency. Federal aid, under the proposal, would be based on the number of school children in the state multiplied by the ratio of children to adults.

SENATOR WAGNER OF NEW YORK IS sponsor of a bill (S. 1721) authorizing an appropriation of $80,000,000 for school lunches. The funds would be handled by the Department of Agriculture. The bill has gone to the Committee on Agriculture.

✦ ✦ ✦

THE DIES COMMITTEE HAS ANnounced that it will investigate the CIO's Political Action Committee. Sidney Hillman, chairman of the committee (CIO and not Dies), asks to be excused. His records and books, says Mr. Hillman, are open at any time to the FBI or any properly authorized congressional group but to Mr. Dies, "No."

Mr. Dies, or his men, are muttering that they will take the matter to the House for a decision. Mr. Hillman and his committee are willing.

✦ ✦ ✦

SENATOR GEORGE HAS REPENTED OF his hasty criticism of the Baruch-Hancock report as by-passing Congress, and he now finds no conflict between it and the recommendations of his own committee. He says that he had not read the report in full when he made his original statement.

However, he feels the report needs legislative support. To meet the need he is co-sponsor of a bill with Senator Murray to give it congressional sanction. The bill follows the recommendations of the George committee report more closely than it does the program outlined by Mr. Baruch and Mr. Hancock, but the two are not irreconcilable.

In line with the recommendations of his advisers, President Roosevelt has named William L. Clayton of the Department of Commerce as surplus war property administrator, and Brigadier General Frank T. Hines of the Veterans Administration as director of postwar retraining and reemployment. Both, it is understood at present, are to be policy making rather than operating bodies. Actual operations will continue in the hands of existing agencies.

✦ ✦ ✦

ACTING SECRETARY OF STATE Stettinius says that the U. S. Government is "reexamining in light of existing circumstances" the possibility of sending food to occupied Europe. His comment followed passage by the Senate of a resolution on the same subject asking that the United States work out a relief system for "all stricken and hungry countries where the need is now the most acute." The resolution is merely advisory.

In the light of Mr. Stettinius' statement, it is assumed that discussions on the matter are being reopened, or continued, with the British government. It has been that government's opposition, chiefly, that has blocked the proposal.

✦ ✦ ✦

THE WAR RELOCATION AUTHORITY has been transferred to the Department of the Interior and the department's chief, Harold L. Ickes, has another troublesome problem to handle. The White House announcement said that the transfer was designed to bring WRA under a cabinet officer and to simplify administration.

✦ ✦ ✦

DISMISSAL PAY AND HIGH POSTWAR job priorities for war workers has been recommended by Clinton Golden, vice-chairman of the War Manpower Commission. Chairman McNutt of the WMC approves the plan in principle, and his staff is preparing a memorandum.

Mr. Golden believes his plan would be helpful in curbing absenteeism and turnover. He says: "I am informed that absenteeism mounts with every announcement of good news from the fighting front. The workers, believing the end of the war is near, take time off to look for peacetime jobs."

The Golden plan would have to be supplemented by legislation and its chances are poor. Congress under no circumstances would be more generous with the war worker than the veteran, and the mustering-out pay already in effect is far from lavish. Mr. Golden's proposal, however, could be based on a cost-plus arrangement with industry. This has been suggested but has not been given an overfavorable reception.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Common Welfare

The American Red Cross

THIS MONTH THE AMERICAN RED Cross begins a campaign to raise $200,000,000, largest goal in its history and probably the largest amount ever asked of the American public by any voluntary organization. But the sum is not unrealistic when set beside the present Red Cross operations, for never before have they been so vast. To list the services rendered by the organization to the armed forces both here and overseas during the past year would face the reader with lengthy statistics. And to these, to give a complete picture, would have to be added the innumerable activities of the Red Cross's continuing and expanding civilian services: disaster relief, home service, public health nursing, and others.

To attempt to appraise the meaning of these services would be futile. It is probably necessary to be a homesick soldier in an isolated overseas outpost fully to appreciate the importance of a Red Cross recreation hut. It is perhaps necessary to have lost home or family in a flood or tornado to know the real meaning of disaster relief. It may even be necessary to watch a man return to life to catch the whole significance of the Red Cross blood donor service. However, the American people know enough of what these services do to understand the necessity of supporting them to the utmost.

Of the 1944 goal, $140,000,000 is needed by the American National Red Cross to finance its national and international activities. Plans are to allocate 85 percent of this to services to the fighting forces. The remaining $60,000,000 is needed by the 3,756 Red Cross chapters for work in their local communities, particularly for assistance to servicemen and their families.

When They Come Home

A CHALLENGE TO LOCAL COMMUNITIES to meet the responsibility that confronts them in helping returned war veterans to readjust to civilian life is sounded in a bulletin, "Marching Home," recently published by the Institute of Adult Education at Teachers College, Columbia University.

Morse A. Cartwright, executive director of the Institute, sees the problem as almost wholly local. The first thought of those demobilized by the armed forces and by war industry will be to "go home," and it is the hometown that must face the task of helping these returning millions to shape their plans, to secure needed training or education, to find their jobs and their places in the community.

Using actual cases, the survey shows the urgent need for immediate community planning to provide facilities on an adult level, affording the veteran and his family "adjustment, guidance, education, vocational training, social orientation, medical, psychiatric and psychological assistance, and social care, perhaps family relief—in short, all those services essential to his well being and that of his family."

This university publication underscores the importance of trained personnel to staff these community services. It points, on the one hand, to the danger of "such public menaces and influencers of people as fake psychologists, untrained vocational counselors, group counselors, radio counselors, and the like"; and on the other, to the harm that can be done by well meaning but inept service.

The solution here offered is for colleges and graduate schools immediately to begin to work on programs for the "training of leaders of all types of veterans adult education and allied activities."

Plans for Attack

FOLLOWING A RECENT CONFERENCE ON venereal disease among Negroes, sponsored by the American Social Hygiene Association and various government agencies [see *Survey Midmonthly*, February 1944, page 56], several Negro associations have agreed to put their weight behind a national educational campaign for venereal disease control. Among them are the Fraternal Council of Negro Churches, the National Urban League, the National Medical Association, the National Negro Publishers Association, and the National Negro Life Insurance Association.

The joint sponsors of the campaign, the American Social Hygiene Association and the U. S. Public Health Service, have pointed out that: "Public health measures to find, treat and prevent venereal disease are well established. What is lacking is adequate public information about these measures, and about the menace of venereal diseases, their prevalence, their symptoms, and treatment." Public health authorities have long known that their usual procedures in some communities fall short in reaching the Negro residents.

Plans for the campaign include the distribution of material through each of the cooperating associations, and through the Negro press. Local Negro leaders will be encouraged to get together with public health officers, study the venereal disease situation, and plan local action.

Raymond Clapp, formerly with the social protection division of the Federal Security Agency, has joined the staff of the American Social Hygiene Association to assist in administering the program, and the Federal Security Agency is lending its Negro specialist in social protection, John M. Ragland.

An Opportunity Missed

THE RECENT STATEMENT ON POSTWAR housing by John B. Blandford, Jr., administrator of the National Housing Agency, was most significant, in the eyes of both the enemies and proponents of public housing. Appearing at a congressional hearing on the subject of postwar policies and public works, Mr. Blandford predicted that private initiative would stand ready to meet nearly all the country's housing needs.

Indicating that a much smaller public housing program is in the cards for the future, he said: "The postwar situation will be very much like the prewar situation [when 95 percent of all the housing in the country was privately financed], in accord with the peacetime capacity of private industry and needs of the country." When peace comes, he added, "We will find that more lower income groups than ever before may be served by private enterprise through new methods, new techniques, and through types of aid not yet utilized but still representing smaller governmental commitments than public housing."

Advocates of public housing question the ability of private enterprise to supply all the 1,000,000 to 1,500,000 homes that will have to be built every year for a decade after the war, at rents the people who need them can afford. While they do not quarrel with Mr. Blandford's statement that "the main postwar task of the federal government should be to help develop those conditions which will enable private enterprise to expand as far as possible toward meeting the total housing needs of the country," they are indignant because he made no attempt to interpret the need for postwar public housing and completely ignored the pre war accomplishments in public housing.

Proponents of public housing apparently

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

have failed to make the authorities understand that there is a large segment of the population behind them. But they feel that this hardly explains the one-sidedness of the administrator's testimony. In the meantime, the National Association of Home Builders, an organization of private builders, has distributed several hundred thousand copies of a bulletin containing Mr. Blandford's statement in condensed form.

Miss Kirchwey and *The Nation*

"LIBERALS MEET IN WASHINGTON these days, if they can endure to meet at all, to discuss the tragic outlook for all liberal proposals," said Archibald MacLeish, Librarian of Congress, last month. But the 1,300 persons to whom he spoke in New York had not come together with such a dismal purpose, for they had gathered to do honor to a person, who, as Dorothy Thompson put it, "for twenty-five years has fought to throw light into dark places and to defend the people versus those interests that in our society have repeatedly striven to defeat the full realization of the promises of Democracy." This was Freda Kirchwey, editor of *The Nation,* and the occasion was the celebration of the twenty-fifth anniversity of her association with that magazine of opinion.

Other speakers were Thurman Arnold, associate judge of the United States Court of Appeals; the Rev. Reinhold Niebuhr, president of Union Theological Seminary; and Raymond Swing, radio commentator, who acted as chairman. They all reinforced Mr. MacLeish's plea to liberals not to accept "the inevitability of reaction."

That *The Nation* does not intend to do so was clearly evident from Miss Kirchwey's outline for using the $25,000 check presented her at the dinner. On its immediate program she listed cross-country reporting of the preparations for the coming elections which "will lay in the lines of America's course for the rest of the war and for the whole reconstruction period," and an editorial "program of action" in foreign affairs to include: the establishment of a provisional Republican government in Italy; recognition of the French Committee of National Liberation; the support of Free People's Movements in occupied countries; the "open door" in the United States for European refugees; aid to democratic rule in Latin America.

Miss Kirchwey is astute and full of energy—qualities that will stand her in good stead in carrying forward such a program for a magazine that has long been "a potent force in influencing those who influence others."

Membership Campaign Progress

LAST MONTH WE ANNOUNCED NEW plans for *Survey Midmonthly,* including the launching of a national campaign for 2,000 new members of Survey Associates. [See *Survey Midmonthly,* February 1944, page 35.] Initiated by our Editorial Advisory Committee, the practical purpose of the campaign is to strengthen our Midmonthly Fund with "additional resources for editorial reporting, swift research, the sure assemblage of materials and opinions." Thus the campaign will reinforce the *Midmonthly's* educational purpose of interpreting the vital welfare, health, and recreational issues today confronting all persons—especially agency board members, executives, and staff — who have responsibility for charting health and welfare policies or carrying forward programs.

This month the two co-chairmen of the expansion committee, Pierce Atwater, director of the Community and War Fund of Metropolitan Chicago, and Roy Sorenson, associate general secretary of the National Council of the YMCA, are able to report good progress in building that campaign organization.

Quotas have been assigned to every state. Outstanding people are being asked personally wherever possible, and otherwise by correspondence, to serve as state chairmen. Simple instructions have been worked out to guide state chairmen in their appointment of local committees to divide the task so that no one person will be overburdened in these days of heavy responsibilities.

The early response has been encouraging. Already it is clear that *Survey Midmonthly* has many friends who see the importance of strengthening its ability to play an interpretive role in these challenging and changing times. Equally is it clear that many new as well as old friends stand ready to give money, good will, and also time and energy—in their own communities—to make possible the achievement of the goal of 2,000 new members.

State Chairmen

STATE ORGANIZATION MUST COME first, however, in order that the campaign may be organized effectively in all communities. To date, the following have pledged themselves to undertake this responsibility:

Alabama—Bess Adams
State Department of Public Welfare, Montgomery

California—Archibald B. Young, Pasadena

Connecticut—Helen M. Alvord
Community Chest and Council, Greenwich

Florida—Judge Walter S. Criswell
Juvenile Court of Duval County, Jacksonville

Georgia—Angela Cox
Family Welfare Society, Atlanta

Illinois—Mabbett K. Reckord
Illinois Children's Home and Aid Society, Chicago

Indiana—Louis Evans
Indiana University, Indianapolis

Massachusetts—Harry M. Carey
Greater Boston United War Fund

Minnesota—A. A. Heckman
Family Service of St. Paul

Missouri—Paul T. Beisser
St. Louis Provident Association

Nebraska—Louis W. Horne
Council of Social Agencies, Lincoln

New York, upstate—Scotia R. Ballard
Council of Social Agencies, Syracuse

New York City—Horace H. Hughes
Maternity Center Association

North Carolina—Fred L. Huffman
Community and War Chest, Charlotte

Oklahoma—Lucile Mulhall
Young Women's Christian Association, Tulsa

Pennsylvania—Paul L. Benjamin
Public Charities Association, Philadelphia

South Carolina—Mary Phelps Wheeler
School of Social Work, Columbia

A. A. Heckman, who early accepted the Minnesota chairmanship, reports his state organization well under way. Assisting him will be Spencer Brader, St. Louis County Welfare Department; Stacy A. Bowing, Duluth Community Fund; Louise M. Clevenger, St. Paul Community Chest and Council; Frank J. Hertel, Family Welfare Association of Minneapolis; Alice Leahy Shea, University of Minnesota; Fred D. Thomas, Children's Service, Inc., St. Paul; and Louis Towley, State Welfare Department, St. Paul.

Your Opportunity

SURVEY ASSOCIATES, INC., IS A COoperative society, non-partisan, nonsectarian, contributions to which are deductible under federal and state income tax laws.

One out of every twenty *Survey* readers is a member of Survey Associates, contributing $10 or more each year to our educational work of exchange, inquiry, and interpretation.

Every membership includes a $5 joint subscription to *Survey Midmonthly* and *Survey Graphic.* The memberships enlisted in this campaign will be allocated to the Midmonthly Fund. Our hope is that this will bring into participation many new friends and supporters.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Book Reviews

Democracy's Problem

RACE RIOT, by Alfred McClung Lee and Norman Daymond Humphrey. Dryden Press. $1.50.

TO STEM THIS TIDE—A SURVEY OF RACIAL TENSION AREAS IN THE U. S., by Charles S. Johnson and Associates. Pilgrim Press. Fifty cents.

MOST OF THE EVIL THAT COMES FROM social antagonisms is due not to the deliberate wickedness of people; rather it is the result of ignorance and indifference. These two books are a real contribution to an understanding of the problem. Both books are short, easy reading, and inexpensive. Both would lend themselves admirably to discussions in high schools and in groups in community centers, Y's and churches. Government officials, including mayors, police chiefs and community leaders, would find them most suggestive.

Dr. Lee and Dr. Humphrey, of Wayne University, have drawn their material chiefly from the Detroit riot. They have collected descriptive material from the press and special investigations so that the reader can have a day to day description of what the riot of 1943 meant in terms of human behavior.

In the introductory section, the authors present their theories of the psychology of group behavior in conflicting situations. They discuss fascist mindedness, the political exploitation of prejudices, and the scapegoat techniques of demagogues as causal factors in heightening racial tensions. They stress the role which attitudes, propaganda and rumors play in precipitating the outbreak of violent conflict. They contribute an estimate of what riots cost in terms of individual insecurity, fear and distrust; in social paralysis and the tightening of social controls against change; in the degradation of the democratic idea and the use of this breakdown of democratic relationships by Axis propaganda agencies; in the weakening of democratic defense through disunity and wasteful internal conflict.

In the final section of the book, the recommendations of individuals, such as R. J. Thomas of the United Automobile Workers Union, and the recommendations of committees, not only in Detroit but in other cities, indicate specific programs of civic education and civic action.

The authors emphasize the lessons of the riot: that where Negro and white share the same dwellings (live together) and the same schoolrooms (learn together), and the same workbenches (work together), the understanding and unity between human beings offset the divisiveness of rumor and propaganda and tensions and conflict.

"To Stem This Tide," by Dr. Johnson and his associates, is not as dramatic as "Race Riot" because it is not concentrated on one community. He has gathered actual case material from all over the United States and has arranged the material so that it is simple and interesting reading. He has grouped the material so that the reader cannot fail to gain an insight into causation. Thus the diagnosis and suggestions of remedy flow directly from the presentation of the problems. The main chapter headings indicate the areas of racial tension: in industry (hiring, training, promotion, wages, working conditions, and union membership); in rural areas; on public carriers; in housing; in politics, police policy and practice; in treatment in the armed forces. The book offers a stimulating discussion of morale and a courageous and practical approach to the whole problem of discrimination. The program of recommendations worth special study and consideration deal with migration and population control and regional planning. They concern employment training, placement and postwar reconversion.

The authors recommend a Negro and white personnel, carefully chosen to carry out the program. They suggest techniques of action for agencies and government and for citizens' organizations and citizens who have within them the desire to help solve this most vexing and urgent of democracy's problems.

ALGERNON D. BLACK
Executive Leader
Society of Ethical Culture, New York

Five Years Later

CRIMINAL CAREERS IN RETROSPECT, by Sheldon and Eleanor Glueck. The Commonwealth Fund. $3.50.

THIS IS THE THIRD IN A SERIES OF five year follow-up studies of former inmates of the Massachusetts Reformatory whose sentences expired in 1921-22. The first study by the Gluecks was entitled "500 Criminal Careers" and the second "Later Criminal Careers."

This latest book, written in the usual lucid, effective Glueck style, is divided into three parts. Part I presents several interesting case histories and an examination of environmental circumstances, family relations and economics, work and use of leisure, and criminal activities of the men. Consideration is given in this part to the differences between the reformed and unreformed offenders and the reasons for relapse into delinquency.

Part II sheds light on the very practical problem of the responses of offenders to peno-correctional treatment, both intramural and extramural. The small number of probation "successes" available for study somewhat limits the conclusiveness of the data presented on probations. This section of the book partially meets a need long recognized by correctional administrators: an appraisal of our methods.

Part III of the volume presents some highly intriguing data for predicting behavior. The authors point out that the tables presented "are to be regarded as only illustrative and experimental." This reviewer hopes that judges, parole boards, and probation officers will experiment in their use. Just as instruments are an aid in flying, well conceived prediction tables should be an aid in shaping sentences and in determining appropriate treatment for offenders.

While some accredited crime statisticians will quarrel with the accuracy of parts of the data presented by the authors, it is believed that this latest book will prove to be highly significant and useful to correctional workers and students. In presenting this new work the Gluecks have placed us yet deeper in their debt.

RICHARD A. CHAPPELL
Chief of Probation, Administrative Office of the United States Courts
Washington, D. C.

Choosing a Vocation

CAREER GUIDE: FOR YOUNG PEOPLE AND ALL WHO COUNSEL THEM, by Esther Eberstadt Brooke and Mary Roos. Harper. $3.

THE AUTHORS OF THIS BOOK FOR "young people and all who counsel them" do a good job of proving that vocational salvation depends upon discovering one's vocational assets early, developing them wisely, and marketing them skilfully in an occupational field where they will be particularly useful.

Clues to the nature of his abilities are provided for the reader through lively descriptions of the behavior of other young people, and through tests and questions provided with scoring devices. There follows discussion of high school and college programs suitable for the development of specific abilities and of work which will utilize them. An "over-all view" shows the proportions of the population engaged in various kinds of work, "educational," "medical," "social," and considers the present opportunities in each and the probable future trends. The last and most persuasive sections of the book discuss the importance of personal traits and habits and ways of improving them, and outline steps in job hunting, from the letter of application to the interview.

Sound viewpoints constantly balance the book's tendency to over-simplification. Insistence on early specialization is sup-

(All books ordered through Survey Associates, Inc., will be postpaid)

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

"An honest and courageous book"

—N. Y. HERALD TRIBUNE

WOMEN IN CRIME

by Florence Monahan

(Superintendent, Washington State School for Girls)

Here is the story of a woman who has given a lifetime to the study and handling of juvenile delinquents, and who has pioneered in a more intelligent approach to the problem. A story of absorbing interest and timeliness now.

With an introduction by Lewis E. Lawes $2.75

IVES WASHBURN, INC., NEW YORK

Single Copies 10c

Send *today* for our latest Announcement of current

PUBLIC AFFAIRS PAMPHLETS

—lively, brightly illustrated, easy to read.

—practical discussions of vital wartime problems—postwar issues—consumer problems—citizenship education.

—invaluable in program planning of public health and welfare groups, educational organizations, both Government and private, throughout the country.

Quantity purchases of selected titles may be made at very little cost . . . please write us for our schedule of discounts.

Public Affairs Committee Inc.

30 Rockefeller Plaza New York 20, N. Y.

YOUNG OFFENDERS

By

A. M. Carr-Saunders
Hermann Mannheim
E. C. Rhodes

An Enquiry into Juvenile Delinquency

Here is a detailed and revealing report on the investigation of two thousand cases of juvenile delinquency in the cities of Great Britain. Its information about the parents, homes, environments, and other important factors will prove of tremendous value to those concerned with conditions responsible for criminal tendencies among the young in this country. $1.75

The Macmillan Company 60 Fifth Avenue New York 11, N. Y.

plemented by recognition of the value of broad interests and of the capacity of young people for change and development. The reader is warned that the "patterns" of ability, so clear on the printed page, may not show up with such convenient clarity in the individual human being; he is urged to be on the alert for secondary as well as primary interests and to take into account the likelihood and also the significance vocationally of "combinations"—for example, high technical ability coupled with social skills. While they classify occupational fields in terms of kinds of people and abilities which may be supposed to fit them best, the point is made that opportunities exist for the use of almost any kind of ability in almost every occupational field.

Finally, the authors show their recognition of the fact that career choosing for young people is actually something more than a matching of the results of our present devices for self-analysis with job requirements. Most young people, they point out, need help in evaluating themselves objectively and wish to consult some person with whom they can discuss questions which arise in connection with their vocational problems. The authors urge the reader to supplement his reading through further tests and discussion with guidance teachers or counselors.

The book should be stimulating and useful to vocational guidance workers as well as to leaders of young people's groups.

HELEN R. SMITH
Director, Vocational Service for Juniors
New York

AASGW Yearbook

GROUP WORK AND THE SOCIAL SCENE TODAY. Published by the Association Press for the American Association for the Study of Group Work. Seventy-five cents.

THIS AASGW PROCEEDINGS AND yearbook for 1943 is timely, practical and provocative. It represents points of view of a large number of leaders in group work. Its special contribution is along four lines: a description of individual and community needs that group work can help meet; a review of the primary objectives of group work and its function in wartime; an account of new procedures for the preparation of volunteer leaders; an analysis of clinical group work with children.

Several of the papers emphasize the individual's need for a sense of belonging, for companionship, for opportunity for creative expression; and show how participation in group activities contributes to the individual's progressive growth and provides a channel for emotional energy that might otherwise be expended in aggressive acts and other forms of delinquency.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Other chapters indicate ways in which the primary objective of group work—to provide persons with experiences in democratic living "at their own level of understanding and capacity" — is being translated into wartime programs and will contribute to new community patterns.

In one of the most concretely helpful chapters, Ronald Lippitt describes new techniques that are being developed in training courses for volunteer leaders. A chapter by Fritz Redl describes clinical group work with children provided as a supplement to casework and play therapy.

For a view of group work in its social setting and its contribution to the best development of children and youth, for an understanding of wartime trends in group work, and for an introduction to certain new methods and techniques, this book will be welcomed by both volunteer and professional group workers.

Professor of Education RUTH STRANG
Teachers College, Columbia University

FOUR GROWN-UPS AND A CHILD
(Continued from page 83)

vise their local councils to reach out to newcomers in war impact areas, but organizational work is expensive and local groups are not all anxious to spend funds on "the migrants." Moreover, these areas are often on the periphery of large cities—beyond the council's normal jurisdiction or near small towns that never had a council. Some group organization has been done by field staff of the agencies' national headquarters, but because these staffs are small this has hardly been on more than a token basis.

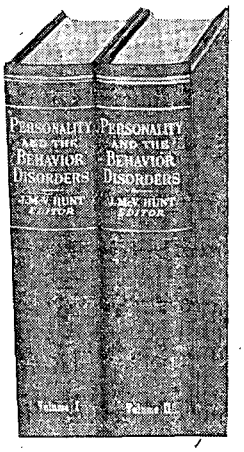
The United Service Organizations carries on and promotes work with children in some war industry areas. In many instances, USO staffs have been able to stimulate an interest in work with adolescents among wartime volunteers that may be a permanent asset to communities once backward in this respect. But these activities cannot be compared in coverage to the USO's program for servicemen. In many military areas, communities have USO clubs which are standing empty and the staff idle until evening, though innumerable children have no place to go after school.

Communities have varied in ability and willingness to meet the situation from within. What they have done has depended largely on how well they were previously organized, though outside stimulation from federal agencies has been able to produce some action. Migrant children have been best served in cities

Studies in Behavior

A 1944 Publication

Personality and the BEHAVIOR DISORDERS



Edited by J. McV. Hunt

Two Volumes 1,242 Pages $10

A Handbook Based on Experimental and Clinical Research

FORTY contributing specialists in the fields of Psychiatry, Psychology, Mental Hygiene, Genetics, Sociology, Anthropology, Neurology, Psychoanalysis, Physiology, and Education.

THE handbook marks an epoch in the literature of this broad field. Nothing has heretofore appeared that is so responsive to the requirements of modern thought and procedure. Each of the 35 sections was prepared from the background of the clinical and laboratory experience of the contributing specialist. It provides you with the factual and interpretive results of years of intimate acquaintance with special fields where each has worked. An extensive annotated bibliography accompanies each chapter. No field of research and practice is neglected that contributes to a scientific understanding of Personality. One phase of the subject is covered thus:

Childhood Experience in Relation to Personality Development
by Lois Barclay Murphy

Adolescent Experience in Relation to Personality and Behavior
by Phyllis Blanchard

Cultural Determinants of Personality
by Gregory Bateson

Ecological Factors in Human Behavior
by R. E. L. Faris

Behavior Disorders in Childhood
by Leo Kanner

Delinquent and Criminal Personalities
by L. G. Lowrey

PSYCHOLOGY of the CHILD

By Joseph William Nagge

DEALS with the mental and physical growth of the child and presents an up-to-date survey of the present status of child study. An outstanding feature of the volume is its intensive coverage of personality and social development. Emphasis is on the practical and experimental, making the book highly useful to the social worker, the parent and the teacher.

THE author's unsparing pains and thorough scholarship are evidenced in the reporting of both the theoretical and experimental work in the field and in his effort to offer a survey as free as possible from even minor errors. Presenting a complete and thorough treatment that is both eclectic and documentary, he maintains as a foremost consideration the interest of the reader. He discusses the growth of the child in its proper chronological order and encompasses such topics as genetics; development of perception, intelligence, learning and forgetting; language; personality and social development; motivation and incentive; play; types of exceptional children; mental and physical hygiene.

530 Pages 82 Tables and Illustrations $3.25

The Ronald Press Company

15 East 26th Street Established 1900 New York 10, N. Y.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

WHO—WHAT—WHY is the Problem Boy?

THE BOY SEX OFFENDER AND HIS LATER CAREER

By Lewis J. Doshay, M.D.

Psychiatrist, Children's Court, New York City

Foreword by *George W. Henry, M.D.*

A detailed case history study of two differentiated groups of young male sex delinquents.

- **Analyzes intrinsic and extrinsic causative factors in personality and environment.**
- **Describes results of children's court clinic and allied social agency approach.**
- **Offers new criteria for treatment, prevention, prognosis.**

"A timely, helpful, and reassuring study. Significant not only in methods discussed for treatment and prevention . . . but also in demonstrated personal, social, and economic hazards that affect the subsequent careers of juvenile sex offenders.
—*Ira S. Wile, M.D.*

248 Pages, 40 Tables, 12 Diagrams, Bibliography, Index

PRICE $3.50

GRUNE & STRATTON, Inc., *Publishers*

381 FOURTH AVENUE **NEW YORK 16, N. Y.**

Available on order — or at any bookstore

FOUR GROWN-UPS AND A CHILD

(Continued from page 101)

where they live within the same areas as the rest of the population, though in some of these it took trouble on a large scale to produce an effective plan. Children of periphery areas beyond the reach of long established local organizations have been a particular worry of the recreation section of the Office of Community War Services, whose field representatives have been working hard to promote indigenous leadership in housing projects and trailer camps in rural or semi-rural areas.

Children in rural areas have never had as great a variety of group opportunities available to them as city children. On the whole they have received little attention from voluntary agencies. However, since the introduction of consolidated schools, Y clubs, Scout troops, and the like are becoming more common among them. The most widespread group opportunities available to rural children are the 4-H clubs, sponsored by the Agricultural Extension Service and promoted by the county agent with the help of volunteer leaders. These are character building groups with a decided emphasis on improved farm production.

Individuals in Groups

THE PROBLEM OF EXTENDING GOOD leadership to children is not completely solved by making it available. Some children have been so buffeted around that they keep themselves encased in a shell of toughness and distrust. The settlements and boys clubs, located in areas where such toughness is part of the social climate, have been most successful in bringing these children into group activities. One of their problems now is that with the absence of older boys to set an example of how to be hard boiled and at the same time interested in dramatics or music, younger boys are apt to be resistant to cultural programs.

Group leaders have the same responsibility as teachers for recognizing symptoms of maladjustment and for doing something about it. Often all that is called for is adjustment to the group, which can be accomplished through giving the child special responsibilities or devising activities that will in other ways meet his needs. But sometimes the problem is deeper. Whether or not the leader has the ability to recognize symptoms that indicate a need for outside services depends largely on his training and the supervision available to him.

The problem of the obstreperous child, whose chief aim seems to be to break up the group, involves the question of how much responsibility the leader owes to the group and how much to the individual. Similar is the problem of the young person who translates into action strong racial or religious antagonisms. Probably few leaders would throw a child out of the group at the first signs of untoward aggressiveness. Most of them make some attempt to find out what his trouble is and to work with him accordingly. But even those leaders who try hardest to give the difficult child the benefits of group experience are aware of their responsibility to other individuals in the group. In some cities experiments are under way in forming special groups for the obstreperous as well as for the extremely shy.

Group leaders have a golden opportunity to train children in the ways of democratic living. The national character building agencies shape their programs with this purpose and tell the children so through codes and manuals. On the other hand, group workers in neighborhood agencies are apt to proceed on the theory that a real understanding of the principles of democratic living comes to children not so much through precept as through working and playing together with a leader available who can help the process. In either case a fundamental prerequisite to success is an understanding and acceptance of the essentials of democracy on the part of the leader himself.

GETTING TOGETHER

COME THE MILLENNIUM, WHEN teachers, religious leaders, and group leaders are perfect and abundant, to be effective they will still have to know the child with whom they are working. "Techniques," a wise man said recently, "can't be applied in mid-air." And this brings us back to the beginning. For really to know a child and what is happening to him, it is necessary for these people to know his parents, as sometimes they do. Likewise, if the parents are to do an effective job, they should probably know something of the other adults who are playing a large part in their child's life.

We talk much about coordination for effective action, by which we usually mean that representatives of this and that must sit down together and find out what needs to be done for the community. Organized community groups can campaign for more and better parent education, more well trained teachers within modernized school programs, a greater spread of religious ideals, more constructive recreational opportunities under more and better group leaders. But unless there is some coordination among the persons who

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

actually deal with the same children, little Johnny is apt to find himself pushed and pulled in several directions at once. This would seem to call for a getting together of parent, teacher, clergyman or Sunday school teacher, scoutmaster or whoever is the leader of the child's outside interests. If they cannot meet in a group, which may be impractical, they can at least learn something of one another through individual effort, thus opening an opportunity for a cross-fertilization of ideas, not only about what is good for children in general but also about what is good for Johnny himself.

WHAT DO WE KNOW?
(Continued from page 92)

sires. Nature teaches them that. Rather, it is the educational task of teaching growing children and youth how to discipline their desires without on the one hand sliding into delinquency, or on the other too greatly sacrificing the zest for life. This educational training must begin in the family group, continue in the school, be extended to the church and other social organizations of the community. The program must embrace the entire range of activities that engage the interests and conditions the behavior of children from a very early age.

A few of our "youth," "parent education," "character building," "crime prevention," and other community programs meet this test. Many do not. Many more could if their efforts were reoriented toward this specific goal.

In this enterprise, it is the elders who must first be taught. Parents, schoolmasters, boys' club workers, shop foremen, police officers, prosecutors, judges—all need instruction in the fundamentals of mental hygiene and in the simpler devices for conditioning desirable behavior and checking undesirable tendencies. But, further, these elders who have the temerity to teach youngsters what is right and proper must recognize and be prepared to discharge their role as living symbols of authority and emulation. Where guidance is given youth without emotionally congenial example, there is little stimulus to self-discipline and wholesome self-propulsion.

Society must provide norms for conduct which have some solidity, clarity, consistency, and reliability. Otherwise the "standards" of the law, the church, the home, will have no meaning. Where contradictions are numerous within or between these social institutions, how is the growing child to know just what is right and proper? He becomes confused and does not know what goals he should strive for or which adult leaders he should emulate. Too frequently today the sources of authority upon which individuals in the past have confidently relied for guidance, have become weakened and occasionally besmirched.

So it is vitally important that our approach to the problems of behavior be made in concert. Fluid and confused though the present social scene may be, people still have to live together with other people in the home, the factory, the neighborhood, the community itself. Children have to learn to give consideration to the welfare of the group and the community as well as to their own natural selfish interests. When the law, the school, the church, the parent, and the adult leaders of the social institutions of the community band together in a common effort to give the help needed by their young people, they are stepping in a direction to breed confidence in the solidity, consistency, and reliability of the "rules of the game."

We do not know too much about the

HARPER'S RECOMMENDS . . .

GROUP EXPERIENCE The Democratic Way

By Bernice Baxter and Rosalind Cassidy

A valuable study of actual experience with group leadership in typical situations. Rich in documentation and group case material on how leadership is democratically exercised in face-to-face groups and how such groups can forward the processes of basic education. "Sorely needed . . an excellent piece of work."—FRITZ REDL, *Associate Professor of Group Work, School of Social Work, Wayne University.* "It will serve as a guide for all who are preparing youth for participation in democracy and as a text for educators in formal and informal leadership relations."—*School and Society.* $2.50

CHILD DEVELOPMENT & GUIDANCE IN RURAL SCHOOLS

By Ruth Strang and Latham Hatcher

Here is the first book to bring adequately together in one volume the story of vocational guidance practices for rural communities in the larger setting of the whole problem of child development. "I like it very much. It is simple, interesting positive and practical. It is very much needed and will be extremely useful."—FANNIE DUNN, *Professor of Educataion, Teachers College.* "I am convinced it will shortly become the 'Bible' of every rural teacher."—PROF. I. E. SCHATZMANN, *University of North Carolina.* "A real contribution to educational literature —replete with practical suggestions."—*Survey Graphic.* $2.50

SOCIAL SKILLS IN CASE WORK

By Josephine and Pauline R. Strode

This book is written in recognition of the present and anticipated need for greater skill among social workers in dealing with problem situations. The needed skills are here enumerated and analyzed and helpful suggestions are given as to how these skills may be acquired and used. Will prove most rewarding when study is first made of Miss Josephine Strodes's "Introduction to Social Case Work." "A boon to social workers."—GERTRUDE SPRINGER. "Provides much sound advice."—*Social Service Review.* "Unique in attempting to suggest the 'how' of using the skills."—*Occupations.* $2.50

CORRECTIVE TREATMENT FOR UNADJUSTED CHILDREN

By Shoobs and Goldberg

"Fills a vital need in the field of education."—*Journal of Individual Psychology.* "An unusual book. We recommend it to teachers to apply to the solution of their problems."—*Loyola Educational Digest.* "Clear and definite procedures for treating the maladjusted child."—*The Instructor.* "It answers the question: What specific steps shall the teacher take to remold the character and conduct of maladjusted pupils? . . unique in definiteness of the methods described. . . eminently helpful."—Bulletin, Nat'l. Assoc. Secondary School Principals. "Remarkable for its educational realism and soundness."—*Jrl. Abnormal and Social Psychology.* $3.00

Order these books from your bookstore or direct from

HARPER & BROTHERS, 49 E. 33 Street, New York 16, N. Y.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

causes of delinquency. But we know enough to keep from being led astray by any simple explanation. We know that we need more research to give scientific direction to our programs for prevention. We know that we must systematically plan to use all resources that seem likely to be of help. Particularly do we know that adults—those who are their brothers' keepers—need fundamental education in the deeper understanding of the impulses and desires of childhood. They also need better training in the skills required to manage and direct those impulses.

A LOOK AT TEN COMMUNITIES
(Continued from page 90)

juveniles any day now. If they do, I don't know what we're going to do with them. We have no way of taking care of them." Some courts had only a few probation officers to cope with the problems of hundreds of children.

Recreation activities for boys suffered noticeably. In one year's time a Boy Scout organization had lost all but three of its twelve workers. One summer camp for children with behavior problems closed because of shortage of staff and because of difficulties in providing transportation and supplies. One club had lost two leaders who had been there for many years. After they left, the club that the boys had previously taken such pride in was "not the same place." Stealing became common, the clubroom was unkempt, the furniture damaged. Other agencies were having similar difficulties.

Community Leadership

SUCH WERE THE PROBLEMS. OVER the period of a year, during which I observed these ten areas at various intervals, changes were constantly going on. Community leaders were aware of this even before agency records reflected it. At first they were confused. Even before the war, agency staffs had been overburdened. It was no new experience to see problems with which they could not fully cope. But as the meaning of the extraordinarily critical situation facing young people became clear, small groups took hold with thought and determination. They began to analyze their community problems, instead of debating whether or not they existed.

No two communities attacked their difficulties in exactly the same way. Rather, each was taking hold where it saw the greatest need. They were making such practical adjustments as they could, and earnestly trying to meet at least some of the problems of children that war had intensified.

CONCERNING JUVENILE DELINQUENCY

Progressive Changes in Our Perspectives

By HENRY W. THURSTON

Based on Mr. Thurston's long and rich experience, this book presents juvenile delinquency from every angle: the court, the detention home, the jail, the probation officer, the community, the social settlement, and the delinquent himself. "A richly illustrated summary of the past and present. . . . The author's warm, human interest in young delinquents as people gives the book an emotional appeal beyond its factual content."—*The Family.*

$2.75

ECONOMIC FACTORS IN MICHIGAN DELINQUENCY

By PAUL WIERS

A careful statistical analysis of juvenile delinquency cases, which seeks to establish the relationship between delinquency rate and such variables as percentage of urban area, average income, percentage of unemployed, home ownership, size of family, parental neglect, percentage of Negroes and foreign born, percentage of church members, and the incidence of adult crime. Michigan presents particularly fruitful material for analysis, since it varies from industrial Detroit to the mining and timber counties in the north. $1.00

Columbia University Press

The Problems of City Boys

BOYS IN MEN'S SHOES

BY HARRY E. BURROUGHS

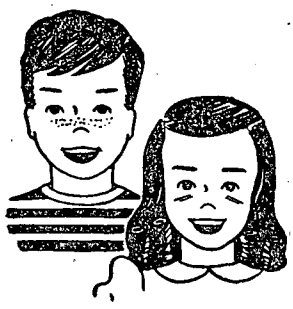
The achievements, aims, and scope of Boston's famous Burroughs Newsboys Foundation and its affiliated Agassiz Village in Maine are told in this book by its founder, a Russian immigrant newsboy of the early 1900's.

He knows how to appeal to boys; to interest them in games and hobbies, to turn bullies into leaders, to bring out the shy ones, to encourage ambition, and to send boys into college and useful occupations with a new sense of values.

This is a first-hand account of the problems of enterprising and inteligent boys fighting a man's battle before they are grown up.

$3.50

THE MACMILLAN COMPANY
60 Fifth Avenue, New York 11, N. Y.



JUVENILE DELINQUENCY

—is a question of paramount importance in the minds of Social Workers today . . .

Dr. Clara Harrison Town's

FAMILIAL FEEBLEMINDEDNESS

is a book that may throw important light on this subject at this time. The emphasis is less on heredity than on the need of improving environments for the submerged and mentally handicapped in any community

Order from your bookseller or direct from the publisher

FOSTER & STEWART
210 Ellicott Street Buffalo, N. Y.

BACK THE ATTACK

BUY WAR BONDS

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

FEDERAL AND STATE ACTION

(Continued from page 95)

reau's series of juvenile court statistics, begun in 1927, is now received from eight state agencies, and from individual courts in nineteen other states and the District of Columbia—a total of about 500 courts from which figures are received periodically. This statistical reporting should not only be extended but broadened to include other agencies dealing with conduct problems—the police, the schools, and the public and private child welfare agencies.

Other information compiled regularly or from time to time by the federal Children's Bureau, the Office of Education, the Bureau of the Census, and the Department of Justice, pertains to children under institutional care; children in special schools and classes; federal juvenile offenders. The data compiled by the Federal Bureau of Investigation, based on fingerprint records, relate in the main to the upper teen-age group, while the top limit of juvenile court jurisdiction in most states is eighteen years of age or younger.

Statistics afford only the general framework for discussion of social problems. The figures will take on flesh and blood reality only as we secure more intimate and complete data from child guidance clinics, casework, educational, and group-work agencies and institutions; firsthand studies of conditions in homes and communities; appraisals of the administration and results of community services.

Both statistics and studies of juvenile delinquency uncover only a small segment of what we need to know if we are to understand and control it. A steady flow of nationwide information based on continuing research is required on such subjects as:

Coverage and adequacy of benefits of social insurance and public assistance programs.

School attendance, juvenile employment, and education.

Housing, health services, and medical care.

Employment of mothers and child care services for their children.

Foster home and institutional care.

Migration and special problems of racial minorities.

Such information is imperative if federal, state, and local policies are to be based soundly.

The gathering and analysis of the facts of child life lead directly to the development of aims and guides for both individual and social action. The White House Conferences on Children held every ten years since 1909 have served to

GIRL RESERVES are the younger members of the Young Women's Christian Association. It is the purpose of the Association to instill in these girls, from twelve to eighteen years of age, a spirit of service toward their families, their friends, and the community. . . . Through supervised play of the girls' own choosing, frank group discussion of subjects near to their hearts, and jobs that help others, the Y.W.C.A. encourages the young girl to keep healthy in body and mind.

National Board, Young Women's Christian Associations
600 Lexington Avenue, New York 22, N. Y.

USO Travelers Aid Service

As part of a service to moving people, military and civilian, USO Travelers Aid Service is cooperating in the Social Protection program of the Federal Security Administration.

Casework service to non-resident girls in difficulty is available thru USO Travelers Aid Units in 146 camp and industrial centers.

Nat'l Travelers Aid Association
425 Fourth Ave., New York City (16)

Psychoanalysis

applied to the study of delinquent children, illustrated by actual case histories from the author's famous child-guidance clinic and training school in Vienna.

"I consider Aichhorn's work one of the most important contributions to the management and treatment of the problem child."
—A. A. Brill, M.D.

WAYWARD YOUTH

By August Aichhorn

With a foreword by Sigmund Freud

The Viking Press $2.75

NATIONAL COUNCIL OF JEWISH WOMEN
1819 Broadway, New York 23, New York

Happy, healthy activities for children

COUNCIL HOUSES AND RECREATION CLUBS in big cities offer games rooms, arts and crafts, singing, dancing, special programs.

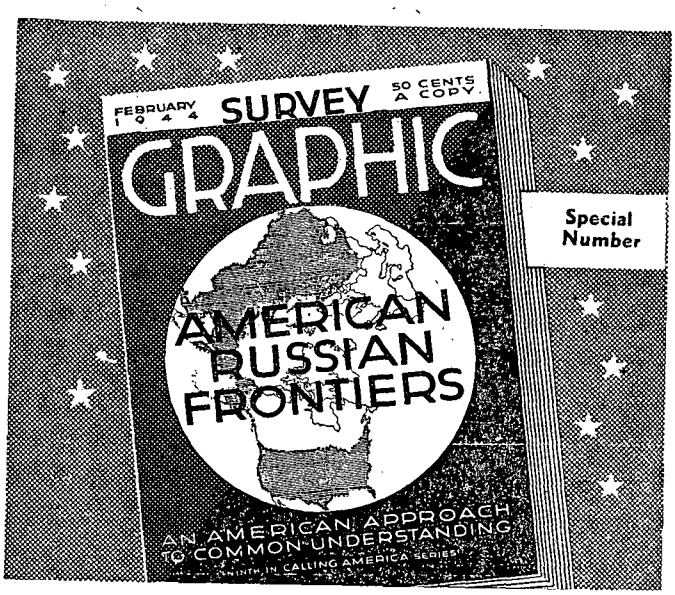
COUNCIL'S BIG SISTERS help girls of 10 to 18 with social and family problems, health, recreation, education, and employment.

SUMMER CAMPS bring into the outdoors little children who could have no vacation otherwise.

HIGH SCHOOL SCHOLARSHIPS keep ambitious boys and girls in school.

215 Council Sections in United States. 100 Junior and Councilette Sections

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



". . . all the things we ought to know about Russia are discussed here by writers well known for honest, searching work"—Harry Hansen in New York World-Telegram.

FOR timely knowledge about our "new" neighbor to the North turn to the special 128 page *Survey Graphic* entitled *American Russian Frontiers: An American Approach to Common Understanding.*

All of the twenty-three contributors, save Henry A. Wallace, have been to Russia. All approach it from the American point of view.

Table of contents—

They show how a Soviet Middle East smacks of our Middle West . . . how we all but touch hands where Alaska reaches out . . . how postwar air routes will make us neighbors. They scan new horizons in Russian life and labor—in arts, folklore, race relations; among youth and women, workers and scientists; in health and things of the spirit. Then comes War Relief and Lend-Lease. Other contributors take up traits, education, trade; stumbling blocks and stepping stones; and those talks at Moscow and Teheran.

The contributors include

Walter Duranty, Lewis Gannett, E. C. Carter, Vera Micheles Dean, Donald M. Nelson, Andrew J. Steiger, Louis Fischer, Maurice Hindus, Helen Iswolsky, Mary van Kleeck, Edgar Snow, Harriet Moore, Ruth Gruber, John A. Kingsbury, William Lancaster and others with Richard B. Scandrett, Jr. and Albert Rhys Williams as Special Editors.

This special number looks like a magazine, but, to quote further from Harry Hansen's review—"actually it is a book in paper binding."

Despite rising production costs, the price has been held to—

3 COPIES FOR ONLY $1
(Regularly 50c each)

Copies may be mailed to different addresses.

To conserve paper we have printed only a limited number of extra copies. Like many of its predecessors in our popular wartime *Calling America Series, American Russian Frontiers* will probably sell out. Order your copies *today!*

ORDER

your copies today —use this handy Order Form before it is too late. Edition limited.

Survey Graphic, 112 East 19 Street, New York 3, N. Y.

For the enclosed $..... send ..... copies of *American Russian Frontiers* at the rate of 50 cents for one or three copies for $1.

(Attach list if copies are to be mailed to different addresses.)

Name _____

Address _____

_____

(Continued from page 105)

crystallize public opinion and define standards and goals. The federal Children's Bureau, with the aid of advisory committees and special conferences, has helped formulate standards in such special fields as legislation, juvenile court administration, institutional care.

Thus, during the war, special emphasis has been placed on standards and policies with respect to the employment of children in agriculture and industry. This has required cooperative effort on the part of a number of federal agencies, national organizations, and citizens' groups. Some of these standards have been incorporated in statements issued by the War Manpower Commission, and in the policies regarding youth employment adopted by the army, navy, Civil Service Commission, and other agencies.

For the Future

TO ANTICIPATE FEDERAL SERVICES which will be required in the postwar period calls for canvass of special needs which are likely to develop and also of the most appropriate forms of service. This in turn will call for reevaluation of our wartime experiences with respect to direct federal service, grants-in-aid, and other types of financial assistance.

Of major importance in relation to juvenile delinquency will be provisions for young people below draft age who have left school for war industry jobs. If, after the war, they are to resume their interrupted schooling they will need individual counseling and guidance. Courses will have to be adapted to special needs. For some, work experience combined with schooling, or some form of supervised public employment may be required. Unless such plans are developed on a nationwide basis in advance of demobilization, the postwar delinquency problem may exceed that of today.

Wartime pressures have disclosed many weaknesses in home and community life, many gaps and inadequacies in state and national programs. Often we have been slow in "doing something about it." In other instances, hastily improvised programs have failed to make use of normal channels for organized effort, or have fallen far short of what is needed.

The awakened interest in children on the part of legislators, government officials, and the public generally, must not be allowed to die out as the nation faces the "change over." Child neglect will have even more serious results in the postwar period than in these years of united war effort. We must take steps now to see to it that for children and youth peace will ring in both protection and opportunity.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Professional Education for Social Work

For positions of responsibility in social work, professional education is essential. The following schools constitute the membership of the American Association of Schools of Social Work. Schools offering a curriculum of one year are indicated by *. Schools not so marked offer two years or more. Correspondence with individual schools is recommended. For information regarding the Association address the Secretary, Miss Leona Massoth, 1313 East 60 Street, Chicago 37, Illinois.

ATLANTA UNIVERSITY SCHOOL OF SOCIAL WORK
247 Henry St., S.W., Atlanta, Ga.
Forrester B. Washington, *Director*

BOSTON COLLEGE SCHOOL OF SOCIAL WORK
126 Newbury Street, Boston, Mass.
Dorothy Book, *Acting Director*

BOSTON UNIVERSITY, SCHOOL OF SOCIAL WORK
84 Exeter St., Boston, Mass.
Richard K. Conant, *Dean*

BRYN MAWR COLLEGE, Bryn Mawr, Pa.
Carola Woerishoffer Graduate Dept. of Social Economy and Social Research
Mildred Fairchild, *Director*

UNIVERSITY OF BUFFALO SCHOOL OF SOCIAL WORK
University Campus, and 25 Niagara Square
Niles Carpenter, *Dean*

UNIVERSITY OF CALIFORNIA, Berkeley, Calif.
Department of Social Welfare
Harry M. Cassidy, *Director*

CARNEGIE INSTITUTE OF TECHNOLOGY
Department of Social Work, Pittsburgh, Pa.
Mary Clarke Burnett, *Head of Department*

CATHOLIC UNIVERSITY OF AMERICA
School of Social Work, Washington, D. C.
Rev. Thomas E. Mitchell, *Dean*

UNIVERSITY OF CHICAGO, Chicago, Ill.
School of Social Service Administration
Helen Wright, *Dean*

UNIVERSITY OF DENVER, Denver, Colorado
School of Social Work
Florence W. Hutsinpillar, *Director*

FORDHAM UNIVERSITY SCHOOL OF SOCIAL SERVICE
134 East 39th Street, New York, N. Y.
Miss Anna E. King, *Dean*

*THE SCHOOL OF SOCIAL WORK OF THE UNIVERSITY OF HAWAII, Honolulu, Hawaii,
Ferris F. Laune, *Director*

*HOWARD UNIVERSITY, Washington, D. C.
Graduate Division of Social Work
Inabel Burns Lindsay, *Acting Director*

INDIANA UNIVERSITY, Indianapolis, Indiana
Training Course for Social Work
Louis E. Evans, *in charge*

*LOUISIANA STATE UNIVERSITY, Baton Rouge, La.
School of Social Welfare
Earl E. Klein, *Director*

UNIVERSITY OF LOUISVILLE, Louisville, Ky.
Graduate Division of Social Administration
John J. Cronin, *Director*

LOYOLA UNIVERSITY SCHOOL OF SOCIAL WORK
28 North Franklin Street, Chicago, Ill.
Roman L. Haremski, *Acting Dean*

UNIVERSITY OF MICHIGAN, Curriculum in Social Work, 60 Farnsworth Ave., Detroit, Michigan
Robert W. Kelso, *Director*

UNIVERSITY OF MINNESOTA, Minneapolis, Minn.
School of Social Work
Gertrude Vaile, *Associate Director*

THE MONTREAL SCHOOL OF SOCIAL WORK
3600 University St., Montreal, Canada
Dorothy King, *Director*

NATIONAL CATHOLIC SCHOOL OF SOCIAL SERVICE
2400 19th Street, N.W., Washington, D. C.
Rev. Lucian L. Lauerman, *Director*

UNIVERSITY OF NEBRASKA, Lincoln, Neb.
Graduate School of Social Work
Frank Z. Glick, *Director*

THE NEW YORK SCHOOL OF SOCIAL WORK
of Columbia University
122 East 22nd Street, New York 10, N. Y.
Walter W. Pettit, *Director*

UNIVERSITY OF NORTH CAROLINA, Division of Public Welfare and Social Work, Chapel Hill, N. C.
Roy M. Brown, *Director*

OHIO STATE UNIVERSITY, Columbus, Ohio
School of Social Administration
Charles C. Stillman, *Director*

*UNIVERSITY OF OKLAHOMA, Norman, Oklahoma
School of Social Work
J. J. Rhyne, *Director*

UNIVERSITY OF PENNSYLVANIA, Philadelphia, Pa.
Pennsylvania School of Social Work
Kenneth L. M. Pray, *Director*

UNIVERSITY OF PITTSBURGH, Pittsburgh, Pa.
School of Applied Social Sciences
W. I. Newstetter, *Dean*

SCHOOL OF SOCIAL SERVICE
SAINT LOUIS UNIVERSITY
St. Louis, Missouri
Rev. A. H. Scheller, S.J., *Director*

SIMMONS COLLEGE SCHOOL OF SOCIAL WORK
18 Somerset Street, Boston, Mass.
Katharine D. Hardwick, *Director*

SMITH COLLEGE SCHOOL FOR SOCIAL WORK
Northampton, Massachusetts
Miss Florence R. Day, *Director*

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles
Graduate School of Social Work
Arlien Johnson, *Dean*

UNIVERSITY OF TORONTO, Toronto, Canada
School of Social Work
Stuart K. Jaffary, *Director*

TULANE UNIVERSITY, New Orleans, Louisiana
School of Social Work
Elizabeth Wisner, *Dean*

*UNIVERSITY OF UTAH, School of Social Work
Salt Lake City, Utah
Arthur L. Beeley, *Dean*

*STATE COLLEGE OF WASHINGTON, Pullman, Wash.
Graduate School of Social Work
Bertha Gerber, *Director*.

UNIVERSITY OF WASHINGTON, Seattle
Graduate School of Social Work
Grace B. Ferguson, *Acting Director*

WASHINGTON UNIVERSITY, St. Louis, Missouri
George Warren Brown, Dept. of Social Work
Frank J. Bruno, *Head of Department*

WAYNE UNIVERSITY, Detroit, Michigan
School of Public Affairs & Social Work
Lent D. Upson, *Director*

WESTERN RESERVE UNIVERSITY, Cleveland, Ohio
School of Applied Social Sciences
Leonard W. Mayo, *Dean*

*WEST VIRGINIA UNIVERSITY, Morgantown, W. Va.
Department of Social Work
E. M. Sunley, *Head of Department*

COLLEGE OF WILLIAM AND MARY
Richmond School of Social Work, Richmond, Va.
George T. Kalif, *Director*

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Booklets | Pamphlets | Periodicals

WHO IS DELINQUENT?

Outline of a community program for the welfare of young people. Raises the questions which any community must answer if it is to make an intelligent attack on the problems giving rise to juvenile delinquency. A clear, well-rounded presentation, welcomed by social workers as a basis for discussion by lay groups.

5c per copy, $4.00 per 100

FROM

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

1634 Eye Street, N.W., Washington 6, D. C.

GROUP WORK TODAY

1. *Just off the press*—the 1943 Yearbook "GROUP WORK AND THE SOCIAL SCENE TODAY", 96 pages, edited by Dorothea Sullivan. Articles and reports on impact of the war on social ife and agencies engaged in group work, trends in methods and objectives, youth in wartime, volunteer training, etc.
2. MEMBERSHIP IN THE A.A.S.G.W. ($3 per year) includes a free copy of the Yearbook and Proceedings and a 16-page quarterly, "The Group"—filled with current views and news on group work. Memberships invited.
3. NEW PROFESSIONAL LEADERS IN U.S.O., youth agencies, recreation, education and social work should send for reduced price list of pamphlets and books of recent years.

AMERICAN ASSOCIATION FOR THE STUDY OF GROUP WORK

670 Lexington Ave., New York 22, N. Y.

Two booklets for every citizen concerned about the effect which wartime conditions are having on the security and stability of our young people . . .

Understanding Juvenile Delinquency

Children's Bureau Publication 300

and

Controlling Juvenile Delinquency

Children's Bureau Publication 301

These simply written discussions of the causes and cure of juvenile delinquency, represent the best thinking of a group of people who have lived close to and worked long on problems of boys and girls in trouble.

Individual copies of each publication may be obtained free from the Children's Bureau, U. S. Department of Labor, Washington, D. C., or purchased for 10 cents from the Superintendent of Documents, Washington, D. C. (Do not send stamps or checks.)

YOUR OWN STORY

By Marion Faegre, co-author of Child Care and Training. The story of human reproduction written especially for mothers to read to children. Recommended for distribution by social agencies.

Single copies, 50c; 10-1000 copies, 25c; 1000 and up, 15c.

UNIVERSITY OF MINNESOTA PRESS
Minneapolis, 14

WHEN CHILDREN ASK ABOUT SEX

A new 16 page pamphlet which will help parents answer their children's questions and pave the way toward healthy sex attitudes.

Single copy $.20 Discount on quantity orders
Write to

CHILD STUDY ASSOCIATION OF AMERICA
221 West 57 Street, New York 19, N. Y.

UNDERSTANDING MYSELF

by Roy E. Dickerson

This wise approach to the problems of teen-agers brings together the best that psychology, mental hygiene, and counseling have to offer. "A book about youth and for youth, in a language they understand and in answer to the questions they ask." $2.00

ASSOCIATION PRESS
347 Madison Avenue New York 17, N. Y.

THE ASSOCIATION FOR FAMILY LIVING

209 S. State Street Chicago 4, Ill.

Inexpensive Pamphlet Material Available at Cost • List on request

Child Development, Wartime Problems, Marriage and Family Living

The Allied Youth, most frequently quoted magazine in Alcohol Education field, at $1.00 per year.
Alcoholfax Educational Service—Research Summaries, program helps—a digest Plus! $10 per year.

ALLIED YOUTH INC.
Dr. Homer P. Rainey, Chairman
National Education Assn. Bldg.
Washington 6, D. C.

AMERICAN SOCIOLOGICAL REVIEW

Official Journal of the American Sociological Society. In addition to papers and proceedings of the Society, it contains articles on sociological research, news notes, book reviews, and foreign correspondence.
Subscription $4.00 a year
Special library rate, $3.00
Address: Managing Editor,
American Sociological Review,
U. S. Department of Agriculture, Washington, D. C.

The Geography of Crime in 21 Cities

Juvenile Delinquency and Urban Areas

By CLIFFORD R. SHAW and HENRY D. McKAY

What is it in modern city life that produces delinquency, truancy, and crime?

In this study of the distribution of criminals, juvenile delinquents, tuberculosis, and insanity it becomes evident that delinquency and its related social problems are concentrated in certain disorganized areas of every city. They are the products, not of any one factor, but of the whole life of the community. The first step, then, in decreasing juvenile delinquency must be the improvement of physical and economic conditions in these communities.

"The attention to detail and the insight into geographical, racial, economic, and cultural subtleties made this book a masterpiece."—George E. Gardner, M.D., *Survey Midmonthly*. $4.50

THE UNIVERSITY OF CHICAGO PRESS, 5750 ELLIS AVENUE, CHICAGO 37, ILL.

SCHOOLS OF NURSING

VANDERBILT UNIVERSITY
School of Nursing
Nashville 4, Tenn.

Courses offered:

Collegiate course in *Basic Nursing Education*, entrance requirements two years college work. Next classes March 1944, January 1945. B.S. in nursing degree. Scholarships under U. S. Cadet Nurse Corps program.
Courses for graduate nurses in *Public Health Nursing*, and *Ward Teaching*, with field practice. Next classes March, June and September 1944. Scholarships and loans available.

Apply—Office of the Dean

GEORGE PEABODY COLLEGE FOR TEACHERS

Nursing Education Division

Programs of study leading to certificate in Public Health Nursing, Bachelor of Science, and Master of Arts degrees. Students admitted fall, winter, spring, and summer quarters.

For further information write to

DIRECTOR,
NURSING EDUCATION DIVISION
PEABODY COLLEGE
NASHVILLE, TENNESSEE

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

THE SOUTHARD SCHOOL

(Children's Department for The Menninger Clinic)

For the Education and Psychiatric Treatment of Children of Average and Superior Intelligence.

Boarding Home Facilities

TOPEKA, KANSAS

PSYCHIATRIC NURSING

Because . . . of the alarming shortage of nurses trained in the latest psychiatric nursing techniques to meet the demands of today and tomorrow; and

Because . . . professional psychiatric treatment methods are constantly developing and rapidly advancing,

we are now revising the program and terms of our

POSTGRADUATE CLASSES OF PSYCHIATRIC NURSING

Watch for publication of our Future Plans or ask for information from

DIRECTOR OF SCHOOL OF NURSING

THE MENNINGER SANITARIUM TOPEKA, KANSAS

THE UNIVERSITY OF SOUTHERN CALIFORNIA

Graduate School of Social Work
and
The School of Government
announce a series of courses on

DELINQUENCY CONTROL

Social Service Aspects
Community Organization
Administrative Aspects
Probation and Parole

Spring Term March 6-June 23 — Los Angeles — Summer Term July 3-October 20

SIMMONS COLLEGE SCHOOL OF SOCIAL WORK

Professional Education Leading to the degree of M.S.

Medical Social Work
Psychiatric Social Work
Community Work
Family and Child Welfare
Public Assistance
Social Research

Catalog will be sent on request.

18 Somerset Street — Beacon Hill, Boston

UNIVERSITY OF PITTSBURGH
SCHOOL OF APPLIED SOCIAL SCIENCES

Wartime Program
1944-1945

Summer Trimester—June 26—October 5
Fall Trimester—October 9—February 1
Spring Trimester—February 6—May 26

Curriculum adapted to war and post-war services
Generic Program and Specializations in

Social Case Work
Social Group Work
Community Organization Work
Social Research
Public Welfare Administration

Qualified students accepted for one or more trimesters. Students may apply for entrance at any trimester.

Fellowships available in various fields of specialization for both beginning and advanced students.

Advanced students are eligible to apply for American Red Cross Fellowships in the approved specializations of medical social work and psychiatric social work.

FOR FURTHER INFORMATION APPLY OFFICE OF THE DEAN

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

PENNSYLVANIA SCHOOL OF SOCIAL WORK

Affiliated with the University of Pennsylvania

TWO-YEAR GRADUATE PROGRAM

Leading to the degree of Master of Social Work, with specialization in

Social Case Work
Social Group Work
Social Research
Social Administration

Field Work, under trained supervisors, in public and private agencies, concurrent with class study.

SUMMER INSTITUTES

June 13 to June 23, 1944

Technical Problems in New Areas of Practice

Counseling in a Family Agency
Social Case Work in a Day Nursery
Social Case Work Aid to Discharged Service Men
Social Case Work with Delinquents
Group Work and Community Organization in Relation to Delinquency Problems

Address inquiries to

Miss Margaret Bishop, Secretary for Admissions
Pennsylvania School of Social Work
2410 Pine Street, Philadelphia 3, Pennsylvania

SMITH COLLEGE SCHOOL FOR SOCIAL WORK

GRADUATE SEMINARS

July 24 through August 5, 1944

The theme of these seminars will be rehabilitation and its attendant problems.

Advanced Case Work. *Mrs. Lucille N. Austin.*

Psychiatry as Applied to Supervision. *Mrs. Lucille N. Austin.*

Psychiatry and Psychosomatic Medicine. *Dr. Felix Deutsch.*

August 3 through August 5, 1944

Psychological Aspects of Agency Administration. For executives and others who share administrative responsibility in social agencies. *Dr. Temple Burling.*

For further information write to

THE DIRECTOR COLLEGE HALL 8
Northampton, Massachusetts

CARNEGIE INSTITUTE OF TECHNOLOGY

Schenley Park — Pittsburgh, Pa.

Department of Social Work

Two Year Graduate Professional Curriculum—Specialization in Case Work, Group Work, Administration, Community Relations and Research:

Undergraduate Preprofessional Curriculum—Prepares for graduate study and for War-Time positions of a Junior Professional Grade.

Registration: Monday, September 4, 1944.

Address inquiries to Mrs. Mary Clarke Burnett, Head, Department of Social Work.

UNIVERSITY OF DENVER SCHOOL OF SOCIAL WORK

Summer Quarter 1944

First Term June 19 to July 21
Second Term July 24 to August 25

Affords opportunity for professional education in a climate favorable to study and relaxation.

BOSTON UNIVERSITY SCHOOL OF SOCIAL WORK

PREPARATION FOR WAR-TIME AND POST-WAR SOCIAL WORK

By acceleration, the complete professional training may be obtained in 15 months.

Beginning students may enter on May 23, 1944.

WORK-STUDY PROGRAM

For practicing social workers who have not the professional degree.

Public welfare workers, child welfare workers, and others who have an opportunity for part-time study or who are allowed educational leave may begin their programs on May 23, 1944.

For information and catalogue, apply to

Richard K. Conant, Dean
84 Exeter Street Boston, Massachusetts

NATIONAL CATHOLIC SCHOOL OF SOCIAL SERVICE

Affiliated with the Catholic University of America

Resident Graduate School of Social Work

For Information:
Rev. Lucian L. Lauerman, Ph.D.
Director, 2400 Nineteenth Street, N.W.,
Washington, D. C. 9

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

WESTERN RESERVE UNIVERSITY
SCHOOL OF APPLIED SOCIAL SCIENCES

Summer Program in Recreation and Group Work

INSTITUTE ON PROGRAMS FOR ADOLESCENTS IN WARTIME

May 29—June 10, 1944

Faculty: Fritz Redl, Helen Rowe, Esther Test, Leonard W. Mayo

SEMINAR ON INTER-RACIAL AND INTER-CULTURAL PROBLEMS IN GROUP ACTIVITIES

May 29—June 3, 1944

Faculty: Grace L. Coyle, Lester Granger, Nathan E. Cohen, Annie Clo Watson

Regular Summer Session

First Term June 19—August 5, 1944
Second Term August 7—September 22, 1944

For full information write

Admissions Office
2117 Adelbert Road
Cleveland 6, Ohio

The University of Chicago

School of Social Service Administration

ACADEMIC YEAR 1943-44

Spring Quarter begins March 27

SUMMER QUARTER, 1944

June 20 to September 9

(1) Full quarter credit courses, including Field Work, ten weeks, June 20-August 26.

(2) Special three week courses, carrying University credit, for experienced social workers.

THE SOCIAL SERVICE REVIEW

Edited by EDITH ABBOTT

A Professional Quarterly for Social Workers

The New York School of Social Work

Columbia University

SUMMER INSTITUTES, 1944

July 10 to 21

Short Contact Interviewing - Gordon Hamilton
Supervision in Social Case Work - Fern Lowry
Psychiatry in Social Case Work - Dr. Viola Bernard
Social Work and Cultural Conflicts - Mary E. Hurlbutt

July 24 to August 4

Current Problems in Child Welfare - Charlotte L. Hanson
Public Relations in Social Work - Natalie Linderholm
Current Developments in Community Organization - Arthur Dunham

August 7 to 18

Philosophy of Group Work and Community Organization - E. C. Lindeman
Teaching Methods in Group Work - Clara A. Kaiser
Current Problems in Social Welfare Administration - Arthur Dunham
Social Welfare Planning in the Post-War Period - Clarence King

The institutes deal with various aspects of social work practice with particular emphasis on the needs and problems of the war and post-war periods. They will be open to persons with professional experience and upon satisfactory completion will carry credit if students meet the admission requirements of the School. Folders containing details may be obtained from the School.

122 East 22 Street **New York 10, N. Y.**

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

LETTER SERVICES

MULTIGRAPHING
MIMEOGRAPHING
ADDRESSING
FILLING-IN
FOLDING
METERING
COMPLETE MAILINGS

• • •

Quick Service Letter Company
INCORPORATED
53 PARK PLACE—NEW YORK
TELEPHONE—BARCLAY 7-9633

PROFESSIONAL SERVICES

Special articles, theses, speeches, papers. Research, revision, bibliographies, etc. Over twenty years' experience serving busy professional persons. Prompt service extended. AUTHORS RESEARCH BUREAU, 516 Fifth Avenue, New York, N. Y.

ORIGINAL SERMONS, SPEECHES, LECTURES, Club Papers, professionally prepared. Criticism, rewriting, plotting, ghostwriting of book-length manuscripts, short-stories, feature articles. Testimonials galore. Printed Lectures, Sermons and Outlines also furnished. FREE circular. Dept. "S," Continental Writers' & Speakers' Bureau, 210 Fifth Avenue, New York, N. Y.

WRITING — RESEARCHES — TRANSLATIONS — EDITING. Treatises, Papers, Reviews, Theses, Articles, Addresses, Essays, etc. Autobiographies, professional, academic, literary, industrial subjects. Seventeen years highest standards. Confidential, unusual, difficult requirements fulfilled. Louis Marlett Associates (SA), 5403 Black, Pittsburgh, Pennsylvania.

PAMPHLETS & PERIODICALS

The American Journal of Nursing shows the part which professional nurses take in the betterment of the world. Put it in your library. $3.00 a year. 1790 Broadway at 58 St., New York, N. Y.

OLD SECURITIES WANTED

WANTED: Old bonds—unsalable, defaulted securities of extinct railroads, states, cities, corporations, etc. Send full description for price offered.
H. T. WEBBER
415-R WALNUT ST. DANVILLE, ILL.

INSTITUTIONAL TRADE

SEEMAN BROS., Inc.
Groceries
Hudson and North Moore Streets
New York

USED BOOKS
50% Off Regular Price
for books displayed by our field workers. In good condition, but without that new look!
For complete new list write.
SURVEY ASSOCIATES, INC.
Book Order Department
112 East 19 Street, New York 3, N. Y.

WORKERS WANTED

WANTED: Woman, unmarried, 25-35 years of age, with professional training and at least two years' experience in case work for position on Travelers Aid Society staff in New England city. For further information write 7944 Survey.

WANTED: Three Senior Case Workers; 2 Junior Case Workers; Home Economics Consultant with case work training; Vocational Guidance Consultant with case work training. Agency has high professional standards, good personnel policies. Salaries open. For details write to Family Service of Saint Paul, 104 Wilder Building, Saint Paul 2, Minnesota.

PAROLE OFFICER—New York. Must have at least bachelor's degree. Provisional positions replacing men on military and other leaves. Must be New York State residents. Vacancies now exist in New York City. Others may occur in Buffalo, Albany, etc. Beginning salary, $2400.00, plus $180.00 war emergency compensation. Send full background of education, experience, draft status, to David Dressler, 547 Broadway, Albany 1, N. Y.

Lutheran case-worker, for full or part professional training, in a Pennsylvania Children's Agency. Salary $1,800 to $2,100, according to qualifications. Opportunity for community organizing. 7927 Survey.

Wanted—Catholic graduate social worker for position of intake supervisor for Catholic Charities agency in the Middle West. Position involves central intake for family and child care agency. 7947 Survey.

Catholic Child Welfare case worker needed in Midwestern agency. Must have at least one year graduate training and some experience. Position open to male or female applicants. Salary according to qualifications and experience. 7948 Survey.

Family Division of Midwestern Catholic agency needs fully trained case worker. Salary according to qualifications and experience. Excellent working conditions. 7949 Survey.

Case worker needed in small agency which studies integration of case work and group work as applied to the prevention of delinquency in boys. Write Miss M. E. Hubbard, 311 S. Juniper Street, Philadelphia, Pa.

Woman for Young People's and Children's Activities in New York Settlement; position includes supervision of volunteers and direction of girls' camp. Resident position. 7953 Survey.

SITUATIONS WANTED

YOUNG MAN, 30, draft exempt, M.S. in social service, 4 years casework and community organization, desires position involving some administrative or organizational aspects. 7951 Survey.

A TOWN FIT FOR ITS YOUTH! Let's stop talking "Juvenile Delinquency." Blue-prints are ready to integrate community-wide unusual action. Woman specialist in organization and implementation, with rare record of success in high-powered, realistic, short-term assignments wants another. 7943 Survey.

Woman with college degree and twenty-nine years' experience in juvenile institutions desires a position as Superintendent of a Juvenile institution. 7937 Survey.

Man, draft exempt. Recent background: juvenile-family court administration, delinquency and welfare research, community organization. Diversified experience: social agency case worker, probation and parole officer, welfare agency administrator. Locate anywhere. 7952 Survey.

Trained Social Worker, family or children's agency, or children's institution. 7954 Survey.

EMPLOYMENT AGENCY

GERTRUDE R. STEIN, INC. AGENCY, 64 West 48th Street, New York. Wisc. 7-4961. A professional bureau specializing in fund-raising, group work, institutional, casework and medical social work positions.

Directory of Social Organizations (cont.)

Health

NATIONAL JEWISH HOSPITAL AT DENVER, 3800 East Colfax Ave., Denver, Colorado, Samuel Schaefer, Executive Secretary, Chas. J. Kaufman, M.D., Medical Director. Free, non-sectarian for needy tuberculous adults and children (kosher dietary). Maintains children's preventorium. Medical, educational, vocational, occupational, psychological, psychiatric and social services. Esther Cohen, director of Social Service and Vocational Therapy. Applications, New York area: 19 West 44th St., Philip Houtz, director; Philadelphia area: 1103 Widener Building, Harold Greenspun, director; Chicago area: 30 North La Salle St. Other applications through local Jewish Federation and Welfare Funds or direct to Hospital.

NATIONAL ORGANIZATION FOR PUBLIC HEALTH NURSING—1790 Broadway at 58th St., New York. Ruth Houlton, R.N., Gen. Dir. Advisory Service, statistics, monthly magazine, Public Health Nursing.

NATIONAL TUBERCULOSIS ASSOCIATION—1790 Broadway, at 58th St., New York, Dr. Kendall Emerson, managing director. Pamphlets of methods and program for the prevention of tuberculosis. Publications sold and distributed through state associations in every state. American Review of Tuberculosis, medical journal, $8.00 a year; and Monthly Bulletin, house organ, free.

PLANNED PARENTHOOD FEDERATION OF AMERICA, INC. (formerly Birth Control Federation of America)—A clearing house cooperating with social workers in referring mothers to medically directed birth control clinics in 42 states, including 20 centers in Greater New York. In areas lacking centers, qualified physicians are available. Phone or write: 501 Madison Avenue, New York City. WIckersham 2-8600. Honorary Chairman, Margaret Sanger. President, J. H. Upham, M.D.; National Director, D. Kenneth Rose; Medical Director, Claude C. Pierce, M.D.

MARGARET SANGER RESEARCH BUREAU
17 W. 16th St., N. Y. City. WA 9-6200
MARGARET SANGER, Director.
Every day 9 A.M.-4 P.M.
Saturdays 9 A.M. to 1 P.M.
Wednesday & Thursday evenings 5:30-8 P.M

Penology

THE OSBORNE ASSOCIATION, INC., 11 East 30th Street, New York, N. Y. Telephone CAledonia 5-9720-9721. Activities:—Collects information about correctional institutions and works to improve correctional methods and standards. Aids released prisoners in their problems of readjustment by securing employment and giving such other assistance as they may require. Austin H. MacCormick, Exec. Dir.

Racial Adjustment

NATIONAL URBAN LEAGUE, INC., with its 44 branches improves social conditions of Negroes seeking "no alms, but opportunity" for them. Secures and trains social workers. Investigates conditions of city life as base for practical work. Publishes OPPORTUNITY, Journal of Negro Life. Solicits gifts. 1133 Broadway, New York, N. Y.

Recreation

NATIONAL RECREATION ASSOCIATION—315 Fourth Ave., New York City. To bring to everybody in America, young or old, an opportunity to find the best and most satisfying recreational use of leisure time through participation in music, drama, sports and games, arts and crafts, nature activities and to help secure adequate playground recreation centers, swimming pools, beaches athletic field and other recreational facilities

Social Work Personnel

SOCIAL WORK VOCATIONAL BUREAU 122 East 22nd Street, New York City. National placement and counseling service case work fields. Membership organization for social workers and agencies. No placement fee. Louise C. Odencrantz, Director

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

DIRECTORY OF SOCIAL ORGANIZATIONS

Child Welfare

BERKSHIRE INDUSTRIAL FARM, Canaan, New York. A national, non-denominational farm school for problem boys. Boys between 12 and 14 received through private surrender or court commitment. Supported by agreed payments from parents or other responsible persons, in addition to voluntary contributions. For further information address Mr. Byron D. Paddon, Superintendent, or the New York Office at 101 Park Ave. Tel.: Lex. 2-3147.

BOYS' ATHLETIC LEAGUE, INC., 70 Fifth Avenue, New York 11, N. Y. Coordinates the athletic work of 100 Boys' Clubs, Settlement Houses and Community Centers in Greater New York. Gustavus T. Kirby, Honorary President; Judge Raphael P. Koenig, president; Robert E. McCormick, treasurer; Willard L. Kauth, Director. Sponsors the Benjamin Harrison Recreation Center, 657 Tenth Avenue, the Theodore Roosevelt Recreation Center, 698 Tenth Avenue, The Lincoln Recreation Center, 235 West 113 Street, The Tot Lot, 422 West 49th Street, Camp Sebago and Camp Wakonda in the Interstate Park.

BOYS CLUB OF AMERICA, INC., 381 Fourth Avenue, N.Y.C.—David W. Armstrong, Exec. Dir. A national organization. Serves member Clubs in programs, activities, methods, financing. Organizes new Clubs. BoysclubBs prepare boys for responsibilities of citizenship. Activities include recreation, physical and health training, vocational training and guidance, and character building under leadership. Work with boys from low income areas.

BOY SCOUTS OF AMERICA, 2 Park Ave., N.Y.C. Inc. in 1910 & chartered by Congress in 1916 to develop character in boys & train them in citizenship. Programs: Cubbing, boys 9-11; Scouting, 12 and older; Senior Scouting, 15 years and older, available locally through sponsorship by schools, churches, fraternal orders, civic groups, etc. Walter W. Head, Pres., Dr. Elbert K. Fretwell, Chief Scout Executive.

CAMP FIRE GIRLS, INC., Headquarters of National Council, 88 Lexington Avenue, New York 16, N. Y. Celebrating its 32nd anniversary March 17, this organization has reached over three million girls with its program of constructive, educative leisure time activities. Send for the anniversary issue of "The Guardian"—10c.

CHILD WELFARE LEAGUE OF AMERICA—130 E. 22nd Street, New York City. A league of children's agencies and institutions to secure improved standards and methods in their various fields of work. It also cooperates with other children's agencies, cities, states, churches, fraternal orders and other civic groups to work out worthwhile results in phase of child welfare in which they are interested.

THE NATIONAL SOCIETY FOR CRIPPLED CHILDREN OF THE U. S. A., INC., Elyria, Ohio. E. W. Palmer, Kingsport, Tenn., President; E. Jay Howenstine, Executive Secretary. Promotes organization of national, state, provincial and local societies for crippled children. Aids in development of their programs. Assists in drafting and securing the passage of legislation in behalf of cripples. Maintains a Bureau of Information with loan library service. Conducts yearly an Easter Crippled Children Seal Campaign. Bulletins: "The Crippled Child" magazine, bimonthly, $1 a year.

THE SAVE THE CHILDREN FEDERATION, INC., 1 Madison Avenue, New York, founded in 1932 for relief, guidance, and welfare of underprivileged children in neglected areas in this and other countries on non-sectarian and non-racial principles. Organization is working in the United States through local County and Community Committees, and rural social welfare workers, and overseas through affiliations with well established welfare groups. Invites interest and cooperation. Literature on request.

Child Welfare

GIRL SCOUTS—Group training for girls, 7-18, of all races and creeds, for citizenship, homemaking, personal resourcefulness. Volunteer adults lead troops in constructive leisure-time activities. Churches, schools, PTAs, civic organizations sponsor troops. Several troops in one community are usually administered by a representative committee called a local council. National headquarters: 155 East 44 Street, New York 17, N. Y.

Community Chests

COMMUNITY CHESTS AND COUNCILS, INC., 155 East 44th Street, New York. Information and consultation about cooperative planning and financing of social work through chests and councils of social agencies.

Education

NATIONAL WOMAN'S CHRISTIAN TEMPERANCE UNION, 1730 Chicago Avenue, Evanston, Ill., organized in every state, with 10,000 local auxiliaries, presents a program of alcohol education and Christian Citizenship, with which every interested person is invited to assist. Total abstinence from alcoholic beverages and dues of $1.00 per year are the basis of membership.

Family Living

ASSOCIATION FOR FAMILY LIVING, THE. Resource in child guidance, marriage and family relations. Speakers, counseling, library and materials in youth and parent education. 209 S. State St., Chicago.

THE AMERICAN INSTITUTE OF FAMILY RELATIONS (inc. 1930), directed by Paul Popenoe. Public education, personal service, research. Write for list of publications. 607 S. Hill St., Los Angeles, Calif.

Blind

AMERICAN FOUNDATION FOR THE BLIND, INC.—15 West 16th Street, New York. A national organization conducting research and field service. Library. Mechanical appliances for the blind. M. C. Migel, President; Robert B. Irwin, Executive Director.

Foundations

RUSSELL SAGE FOUNDATION—For the Improvement of Living Conditions—Shelby M. Harrison, General Director, 130 E. 22nd St., New York. Departments: Arts and Social Work, Charity Organizations, Consumer Credit Studies, Industrial Studies, Library, Social Work Interpretation, Social Work Year Book, Statistics, Surveys. The publications of the Russell Sage Foundation offers to the public in practical and inexpensive form some of the most important results of its work. Catalogue sent upon request.

THE GOLDEN RULE FOUNDATION—Incorporated March 1929 by special act of the Legislature of the State of New York, serves the American public as "a people's foundation," rendering to the average citizen a service similar to that rendered to their respective founders by well-known private foundations. Funds may be contributed as (a) Unconditional gifts, (b) Conditional or designated gifts, (c) Memorial gifts and funds, (d) Gifts on the annuity plan, (e) Private benevolent funds, (f) Bequests by will. Charles V. Vickrey, President, 60 East 42nd Street, New York, N. Y.

Industrial Democracy

LEAGUE FOR INDUSTRIAL DEMOCRACY—Promotes a better understanding of problems of democracy in industry through its pamphlets, research and lecture services and organization of college and city groups. Executive Director, Harry W. Laidler, 112 East 19th Street, New York 3, N. Y.

National Conference

NATIONAL CONFERENCE OF SOCIAL WORK—Elizabeth Wisner, President, New Orleans; Howard R. Knight, Secretary, 82 N. High St., Columbus, Ohio. The Conference is an organization to discuss the principles of humanitarian effort and to increase the efficiency of social service agencies. Each year it holds an annual meeting, publishes in permanent form the Proceedings of the meeting and issues a quarterly Bulletin. This year the Conference will be held in Cleveland, Ohio—May 21-27. Proceedings are sent free of charge to all members upon payment of a membership fee of $5.

National Red Cross

THE AMERICAN RED CROSS—Administered through National Headquarters in Washington, D. C., and five Area offices in San Francisco, St. Louis, Atlanta, New York City, and Alexandria, Va. There are 3756 local Chapters organized mostly on a county basis. Services of the Red Cross are: Disaster Relief and Civilian War Aid, First Aid, Water Safety and Accident Prevention, Junior Red Cross, Medical and Health Service, Nursing Service, Services to the Armed Forces, Volunteer Special Services, Blood Donor Service, Nutrition Service, and War Relief Production Service.

Religious Organizations

THE GIRLS' FRIENDLY SOCIETY, U.S.A., 386 Fourth Avenue, New York 16, N. Y. Mrs. William Walter Smith, Director.

HOME MISSIONS COUNCIL OF NORTH AMERICA—297 Fourth Ave., New York City. The inter-denominational home mission body of 23 denominations. Executive Secretaries, Edith E. Lowry, Mark A. Dawber; Migrant Supervisors: Western, Mrs. F. E. Shotwell, 3330 West Adams Blvd., Los Angeles, Calif.; Mid-Western, Miss Helen White, 203 North Wabash Ave., Chicago, Ill.

JEWISH WELFARE BOARD, 220 Fifth Avenue, New York City. Frank L. Weil, President; Max Wilner, Treasurer; Joseph Rosenzweig, Secretary; Louis Kraft, Executive Director. A national agency serving as parent body for Jewish Community Centers, YMHAs, etc., and providing welfare, religious and social activities for soldiers and sailors and other members of defense forces. A member of the United Service Organizations.

NATIONAL BOARD, YOUNG WOMEN'S CHRISTIAN ASSOCIATIONS, 600 Lexington Ave., New York City. An international Christian woman movement devoted to service for women and girls and the attempt to help build a society in which the abundant life is possible for every individual.

NATIONAL COUNCIL OF JEWISH WOMEN, INC.—1819 Broadway, New York City. Mrs. Maurice L. Goldman, President; Mrs. Karl J. Kaufmann, Chairman Ex. Com.; Miss Flora R. Rothenberg, Ex. Dir. Organization of Jewish women initiating and developing programs and activities in service for foreign born, peace, social legislation, adult Jewish education, and social welfare. Conducts bureau of international service. Serves as clearing bureau for local affiliated groups throughout the country.

NATIONAL COUNCIL OF YOUNG MEN'S CHRISTIAN ASSOCIATIONS—347 Madison Avenue, New York 17. City, town and rural YMCAs sponsor youth groups in neighborhoods and in relation to school, home, church and Association centers, for citizenship training, character guidance and community service.

Public Administration

AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION, 1313 East 60th Street, Chicago 37, Illinois. To advance the science of public administration and to facilitate the exchange of knowledge and experience among persons interested or engaged in the field. Official quarterly journal, Public Administration Review, presents various views on management and administrative regulation, reviews significant books and public documents to keep readers informed on current opinion and practices in public administration.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

NEED WE CREATE A NEUROTIC GENERATION?

WAR AND CHILDREN

By Anna Freud and Dorothy T. Burlingham

Diagnoses the ills **Prescribes the remedies**

Rightly hailed by leading magazines and
494 newspapers and radio reviews as

THE MESSAGE TO THE AMERICAN FAMILY

Paper Bound $1.50

PSYCHOANALYSIS TODAY

THE MODERN APPROACH TO HUMAN PROBLEMS

Edited by Sándor Lorand, M.D. Foreword by Smith Ely Jelliffe, M.D.

About 400 pages, designed and printed with special care as to paper, type and binding.

Psychoanalysis in its Relation to:

Juvenile Delinquency	Dream Interpretation	Criminology
Social Work	The Role of Sexuality	Religion
War Neuroses	Medicine and Therapy	Anthropology
Child-Parent Relationships	Child Analysis	Art and Literature

Twenty-nine leading psychoanalysts have contributed their knowledge to the making of an outstanding book which answers problems facing us today.

PSYCHOANALYSIS TODAY is a book that will prove invaluable to educators, social workers and leaders in all fields, as a source of knowledge and insight into human reactions.

Contributors:

Franz Alexander, M.D.
Thaddeus H. Ames, M.D.
A. A. Brill, M.D.
I. T. Broadwin, M.D.
Henry A. Bunker, M.D.
Flanders Dunbar, M.D.
Jule Eisenbud, M.D.
O. S. English, M. D.
Sándor Ferenczi, M.D.
E. Glover, M.D.
Heinz Hartmann, M.D.
Leland E. Hinsie, M.D.
Smith Ely Jelliffe, M.D.
Ernest Jones, M.D.
A. Kardiner, M.D.
Marion E. Kenworthy, M. D.
Melanie Klein
Ernst Kris, Ph.D.
Marianna Kris, M.D.
Bertram D. Lewin, M.D.
Sándor Lorand, M.D.
Monroe A. Meyer, M.D.
C. P. Oberndorf, M.D.
J. H. W. van Ophuijsen, M.D.
Géza Róheim, Ph.D.
Paul Schilder, M.D.
Ernest Simmel, M.D.
Fritz Wittels, M.D.
Gregory Zilboorg, M.D.

ORDER BLANK

International University Press
227 West 13th Street, New York 11, N. Y.

Please send .....copies of WAR AND CHILDREN $1.50
.....copies of PSYCHOANALYSIS TODAY $5.00
Remittance Enclosed ☐ Bill me. ☐

Name .....
Address .....
City ..... State .....
Profession .....
(Please Print Carefully)

Publication Date—April 1944

PRICE $6.00

Pre-Publication Offer—$5.00
Only Until March 31, 1944

International University Press
227 WEST 13TH STREET
NEW YORK 11, N. Y.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED